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ABSTRACT

Concerned with reinforcing composition skills, this unit focuses on motivating students to produce a weekly class or school newspaper. Motivational experiences suggested for the whole unit include visiting a newspaper publishing building; inviting a local editor, reporter, or photographer to speak to students; studying and viewing specific films and filmstrips; reading and presenting a radio play; and making a newspaper bulletin board display. Material is organized by the factors involved in newspaper production: (1) the nature of news; (2) characteristics of the newspaper; (3) the American basis for freedom of the press; (4) four purposes of the newspaper; (5) individual responsibilities of the newspaper staff; (6) ways in which newspapers obtain news; (7) parts and characteristics of a news story; (8) the nature of a feature article; (9) parts of the first page of a newspaper; and (10) an understanding of the various sections of a newspaper. [Not available in hard copy due to marginal legibility of original document.] (JM)

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A UNIT ON THE NEWSPAPER

TE 001 736

Utah State Board of Education
Salt Lake City, Utah

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Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

CONCEPT: 2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

MOTIVATIONAL EXPERIENCES:

80. GET a group of students together for the purpose of writing a class or school newspaper, FIND out needed information, SELECT a newspaper staff and WRITE a newspaper. (See attached Student Guide.)

81. VISIT a newspaper publishing building. DECIDE what things you need to know before going there. DECIDE some things you want to learn while you are there. DECIDE who will write the letters and make arrangements. It is suggested that this activity be done after the students have gained some background on the newspaper.

82. INVITE a local editor, reporter or photographer to speak to the students about the importance of a newspaper. (Teacher-led activity with Teacher Guide.)

83. STUDY two filmstrips, The First Page of a Newspaper, The Sections and Parts of a Newspaper, and some real newspapers together in the classroom. By studying them carefully, DECIDE on the many different types of articles and activities you need to develop for your own newspaper. (Teacher-led activity with Teacher Guide.)

84. VIEW the MP, Today's News Today, #__________. This film will introduce students to the many purposes and activities involved in composing and publishing a newspaper. (Teacher-led activity with Teacher Guide.)

June '69 LS

85. VIEW two filmstrips, News, Newspapers, Their Purposes and a Free Press, and The Newspaper Staff; then DIRECT students into activities (Student Guides) pertaining to the newspaper. (Teacher-led activity with Teacher Guide.)

86. VIEW FS, Newspapers in the Classroom. It shows a newspaper being used and written in one classroom. (Teacher-led activity with Teacher Guide.)

87. READ and PRESENT a radio play, First Freedom - A Radio Play, about John Peter Zenger and freedom of the press. (Teacher-led activity with Teacher Guide.)

88. MAKE a colorful and interesting newspaper bulletin board display. The accompanying teacher guides list some things that might be included. (Teacher-led activity with Teacher Guide.)

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

(Note: This student guide contains an overview of the whole unit, but you need use only those parts that are of interest to you.)

I. GET a group of students together for the purpose of organizing a staff for writing a school or class newspaper.

   A. Ask your teacher for suggestions as to who might be included in this group.

   B. Elect a chairman and a secretary of your group.

II. FIND out what news is. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.1)

III. Find out what a newspaper is. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communication 1.1.2.2.2-1)

IV. FIND out why we have freedom of the press in the United States. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.3-1.)

V. FIND out what the four purposes of a newspaper are. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.4-1.)

VI. FIND out who the people on a newspaper staff are. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications 1.1.2.2.5-1.)

VII. FIND out how news is obtained. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.6-1.)

VIII. Find out how the news story is organized. (If this is not very clear in your mind, get more information by referring to Student

Guide Sheet Communications, 1.1.2.2.7-1.)

IX. FIND out how the feature story is written? (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.8-1.)

X. FIND out what some parts of the first page of a newspaper are. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.9-1.)

XI. FIND out what some sections or parts of the newspaper are. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.10-1.)

XII. SELECT some students to play the role of the different members of the newspaper staff. The following staff members and student guides may help you.

A. Editor: Student Guide Communications, 1.1.2.2.5.1-1.
B. Reporter: Student Guide Communications, 1.1.2.2.5.2-1.
C. Rewrite man: Student Guide Communications, 1.1.2.2.5.3-1.
D. Photographer: Student Guide Communications, 1.1.2.2.5.4-1.
E. Artist: Student Guide Communications, 1.1.2.2.5.5-1
F. Cartoonist: Student Guide Communications, 1.1.2.2.5.6-1.
G. Newsboy: Student Guide Communications, 1.1.2.2.5.7-1

XIII. WRITE a newspaper. ASSIGN some students to write or draw some of the following things. The names of some parts and sections of a newspaper are given as well as student guides that you may wish to use.

A. News story: Student Guide Communications, 1.1.2.2.7-1.
B. Feature story: Student Guide Communications, 1.1.2.2.8-1.
C. The first page of a newspaper: Student Guide Communications, 1.1.2.2.9-1.
D. The sections and parts of a newspaper: Student Guide Communications, 1.1.2.2.10.1-1.

E. The second section of a newspaper: Student Guide Communications, 1.1.2.2.10.2-1.

F. The editorial page: Student Guide Communications, 1.1.2.2.10.3-1.

  1. Editorial: Student Guide Communications, 1.1.2.2.10.3.1-1.

  2. Editorial cartoon: Student Guide Communications, 1.1.2.2.10.3.2-1.

  3. Letters-to-the-editor: Student Guide Communications, 1.1.2.2.10.3.3-1.

G. The sports section: Student Guide Communications, 1.1.2.2.10.4-1.

H. The women's section: Student Guide Communications, 1.1.2.2.10.5-1.

I. The classified ads and other advertisements, Student Guide Communications, 1.1.2.2.10.6-1.

J. Cartoons, comics and puzzles: Student Guide Communications, 1.1.2.2.10.7-1.

XIV. GIVE your completed work to a responsible adult or the class newspaper editor.

XV. PRODUCE a class newspaper and MAKE as many copies as necessary. This will be under the direction of a responsible adult and the school office. No student guide is given.

XVI. DISTRIBUTE copies of your newspaper. (If this is not very clear in your mind, get more information by referring to Student Guide Sheet Communications, 1.1.2.2.5.7-1

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. MAKE plans for visiting a newspaper printing office.

II. HELP the class decide what things they need to know before going there.

III. HELP the class decide what things they want to see and to learn while they are there.

IV. ASSIGN a student to write a letter to a newspaper printing office stating the purpose and nature of the visit and requesting time and place arrangements.

V. RETURN materials to their proper places.

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. INVITE a local editor, reporter or photographer to speak to the students.

II. SUGGEST to this invited person that he bring some old mats, wirephotos, teletype clippings, galley proofs, etc.

III. DISCUSS with the speaker some suggested topics that he might talk about:

   A. Suggested topics from students.

   B. The importance of newspapers in preserving our American heritage and in making life more meaningful and useful.

   C. The importance of accuracy in news.

   D. The importance of newspapers to students and their families.

   E. Some positions that are important in getting, printing and distributing the news.

   F. Some equipment and machines that are important in the newspaper business.

Newspaper

MOTIVATIONAL
OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. LOCATE the following:

A. A newspaper for each student. (It would be best if they were responsible for getting their own as much as possible.)

B. The following USBE sound filmstrips:

1. The First Page of a Newspaper, #______
2. The Sections and Parts of a Newspaper, #______

II. DIRECT the students in studying the newspaper and the following filmstrips, and FIND answers to the following questions.

A. The First Page of a Newspaper:

1. What is a nameplate or masthead ?
2. What are the "ears"?
3. What is a banner and major news story?
4. What is a side or related news story?
5. What is an index ?

B. Sections and Parts of the Newspaper:

1. What does the first section of a newspaper contain?
2. What does the second section of a newspaper contain?
3. What does the editorial section contain?
4. What is an editorial?
5. What is an editorial cartoon?
6. What are letters to the editor?
7. What does the sports section contain?
8. What does the women's section contain?
9. What are "Want Ads" and advertisements?
10. What are comics, cartoons and puzzles?

June '69 LS

III. CHECK the student's understanding of the above by having them LOCATE them in their own newspapers.

IV. FOLLOW up this activity by studying the newspaper and its news regularly in the classroom, and by naming some things to include in your own newspaper.

June '69 LS

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. LOCATE Deseret News MP, Today's News Today, #__________.

II. READ these suggested activities before viewing the MP.

A. Place these questions on a chart or on the blackboard so students can think about them before showing time.

1. What are some of the titles or positions of people involved in getting, publishing and distributing the news?
2. What are some of the interesting things these people do?
3. Do newspaper people work as individuals or as a team?
4. What are some of the names of the many important machines used in publishing a newspaper and what do they do?
5. What are some of the sections of a newspaper?
6. Is the newspaper important in a free nation?
7. Is the newspaper important to you and your family? How?

B. Make a display on the bulletin board showing several different newspapers with the following words printed boldly above them: Why, What, When, Where and Who. You could say that this film will help us answer some of these questions about newspapers. These written answers may also help you.

1. Why? We have news to inform, to interpret, to serve and to entertain, or, we might also say, we have newspapers to preserve our American heritage and to make life more meaningful and enjoyable.
2. What? Newspapers contain information about recent, current or future events.

3. When? Frequency of publication depends usually upon the traditions and number of subscribers to a newspaper.
4. Where? Newspapers are prepared and published in buildings that contain elaborate equipment and presses. They get the news from reporters and news services from all over the world.
5. Who? The publishers, editors, reporters, writers, photographers, linotype operators, press men, and newspaper boys are just a few people on the newspaper team.

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. LOCATE two USBE Sound FSs, News, Newspapers, Their Purposes and a Free Press, #__________ and The Newspaper Staff, #__________.

II. ACQUAINT yourself with the two different sound filmstrips which answer the following questions:

A. FS, News, Newspapers, Their Purposes and a Free Press.

1. What is news?
2. What is a newspaper?
3. Why do we have freedom of the press in the United States?
4. What are the four purposes of a newspaper?

B. FS, The Newspaper Staff.

1. Who are some people on the newspaper staff?
    a. Editor (s)
    b. Reporter.
    c. Rewrite man.
    d. Photographer.
    e. Artist.
    f. Cartoonist.
    g. Newsboy.
2. In what ways do the newspapers work together?

III. STUDY these two sound filmstrips in two or more periods with the students. TAKE planty of time for discussion.

IV. SUGGEST and DIRECT students into newspaper activities according to capabilities, needs and interests. REFER them to Student Guides about the newspaper.

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. LOCATE Copley Sound FS, Newspapers In The Classroom, #__________.

II. PLACE some questions on the bulletin board or chalkboard for students to think about prior to showing time.

  A. Why do we have newspapers?

  B. How do we use newspapers in our classroom? In our home?

  C. How should news stories be written?

  D. Who checks the news stories?

  E. What are some of the processes in publishing a newspaper?

III. VIEW and LISTEN to the Sound FS.

IV. DISCUSS the FS and the questions you listed.

V. DISCUSS some things with the students they need to do to write and prepare their own class newspaper.

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. LOCATE copies of the play, First Freedom - A Radio Play, by Philo Higley. One copy is attached to this Teacher Guide. Other copies may be found in the following textbook:

   A. Adventures of Now and Then, Emmett A. Betts and Carolyn M. Welch, American Book Co., New York, 1963, p. 368.

II. PRESENT a very brief historical background for the play. You may make some assignments to students or present this background yourself.

   A. Where does this story take place?

      Answer: New York.

   B. Who controlled New York at the time of this play?

      Answer: The British.

   C. When does this story take place?

      Answer: 1732-1735.

   D. Why were the colonies beginning to show resentment towards the British?

      Answer: Unfair and sometimes harsh British control and the colony's growing desire for independence were causes of conflict between the colonists and the British.

III. SELECT some students to play these parts:

   A. Narrator

   B. John Peter Zenger

   C. Rip Van Dam

   D. Governor Cosby

   E. Chief Justice Morris

   F. William Smith

G. Andrew Hamilton

H. Judge

IV. REHEARSE this play several times.

V. TAPE the play so the students can hear their voices.

VI. ANALYZE their voices and see how you might encourage them to change their way of speaking or volume to improve the play.

VII. PRESENT the play to another group or class

Newspaper

MOTIVATIONAL OBJECTIVE: To motivate students to produce a weekly class or school newspaper.

I. MAKE a colorful and interesting newspaper bulletin board display. It may include some of the following things:

   A. A large printed copy of the first amendment to the constitution.

   B. Several newspapers having different size, format and content.

   C. Some block letters of the type Gutenberg used.

   D. Some history of the development of the newspaper - just enough to whet their appetite. Some students can develop a more complete history later.

   E. Some editorials that present different views about the same event.

   F. Several newspaper packets.

      1. The Newspaper in the Classroom: Teaching Aids for Schools packet, Deseret News, # ______.

      2. The Newspaper in the Classroom: Teaching Aids for Elementary Schools packet, Copley, # ______.

      3. The Newspaper in the Classroom: Teaching Aids for Secondary Schools packet, Copley, # ______.

      4. The Newspaper in the Classroom: Teaching Aids for Schools packet, Tribune, # ______.

      5. Behind The Headlines At the Deseret News, SLC Packet, Deseret News, # ______.

      6. Pamphlet, What Everyone Should Know About Journalism, Channing L. Bete Co. Inc.

   G. Some questions on the bulletin board such as the following:

      1. Are newspapers really important and necessary?

      2. What were the first newspapers like?

      3. Why is the First Amendment to the U.S. Constitution important?

4. Are symbols (alphabetical letters and words) important to the newspaper?

5. Are all newspapers free?

6. How can you best read a newspaper?

II. You can HAVE students change and ADD to this bulletin board as they COMPLETE their articles and activities.

III. RETURN materials to their proper places.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 1. Understanding what news is will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain what news is in an oral report, a written report or on a chart.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, Getting the News. The student will FIND answers to questions about news and then COMPLETE one of three suggested follow-up activities.	I
2. VIEW FS, Communications, The Newspaper. The student will FIND answers to listed questions about news and then COMPLETE one of three suggested follow-up activities.	P-I
3. VIEW FS, Newswriting 1. What Makes News. The student will STUDY the seven factors of news and then COMPLETE one of three suggested follow-up activities.	I
4. READ two textbooks to FIND answers to questions about news. The student will COMPLETE one of three suggested activities.	I

March '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.1-1

Newspaper

BEHAVIORAL OBJECTIVE: Explain what news is in an oral report, a written report or on a chart.

I. LOCATE EB MP, Getting the News, #______________.

II. TAKE the MP to a viewing area.

III. DISCUSS these questions with a friend or your educational advisor before viewing the MP.

A. What is news?

B. How do we get it?

C. Where does it come from?

D. Who get the news?

E. Who writes the news?

F. Who determines what news goes?

G. Who takes pictures of news events?

IV. Now VIEW the MP and LOOK for further information to the above questions.

V. You may want to INCLUDE the information you have learned in your Newspaper Discovery Journal.

VI. COMPLETE one of these assignments:

A. Prepare an oral or written report that tells what news is.

B. Make a chart that can be displayed in your room telling or explaining what news is.

C. Write a short article telling what news is and why it is important to you.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

May '69 LS

20a

Newspaper

BEHAVIORAL OBJECTIVE: Explain what news is in an oral report, a written report or on a chart.

I. LOCATE McGraw-Hill FS, Communications, The Newspaper, #_________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

- A. What is news?
- B. Who gets the news and reports about it?
- C. Does news help you and make life more enjoyable?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult. You may want to include them in your Newspaper Discovery Journal

VI. COMPLETE one of these activities.

- A. Write a short report telling what news is and how it helps you.
- B. Prepare an oral report telling what news is and how it helps you.
- C. Write a short news article.

VII. SHOW your work to a responsible adult.

VIII. RETURN materials to their proper places.

May '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain what news is in an oral report, a written report or on a chart.

I. LOCATE Filmstrip House FS, Newswriting, 1. What Makes News, #__________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

A. What is news?

B. What makes an event or happening news?

C. Name the seven factors considered in writing a news article.

IV. VIEW the FS.

V. ANSWER the above questions on a piece of paper and discuss them with a friend or a responsible adult and then PLACE them in your Newspaper Discovery Journal if you want to do so.

VI. LOCATE at least three different news articles on different subjects, and CHECK to see if they have examples of the following:

A. Newness?

B. Nearness?

C. Involvement?

D. Prominent names?

E. Conflict?

F. Unusualness?

G. Emotion?

VII. DISCUSS the three articles and their use of the seven important factors in a news story with a responsible adult.

VIII. COMPLETE one of the following activities:

A. Make a chart telling what news is. You may want to include some of the following:

1. A heading or section telling what news is.

2. Three news articles that have underlined some of the lines that are examples of any of the seven factors that are important in news.
3. A section naming the seven factors that make an event or happening news.

B. Write a news story paying special attention to the seven factors that make an event newsworthy.

C. Prepare an oral report.

1. Tell what news is.
2. Name the seven factors considered in writing a news article.

IX. SHOW your work to a responsible adult.

X. DISPLAY your chart for others to see.

XI. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.1-4

Newspaper

BEHAVIORAL OBJECTIVE: Explain what news is in an oral report, a written report or on a chart.

I. LOCATE the following books:

   A. Textbook, Press Time, by Adams and Stratton, pp. 43-46.

   B. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 19-34.

II. TAKE these books to a study area.

III. FIND answers to the following questions:

   A. What is news?

   B. What are some of its elements or characteristics?

IV. DISCUSS your answers with a friend or a responsible adult.

   A. You may want to include your answers in your Newspaper Discovery Journal.

V. COMPLETE one of these activities:

   A. Prepare an oral or written report about news and be prepared to share this report with others.

   B. Make a chart that tells what news is.

   C. Draw a picture of an unusual event that could be considered news.

VI. SHOW your completed work to a responsible adult.

VII. RETURN materials to their proper place.

March '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also. he needs to find such satisfaction through involvement in the communicative acts. that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 2. Understanding what a newspaper is will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Tell what a newspaper is and what some of its parts and characteristics are in an oral or written report, a chart, or in a discussion.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. The student will VIEW at least one filmstrip of two suggested, READ at least one textbook of two suggested, COMPARE two newspapers with different names and then COMPLETE one of three suggested activities.	I

May '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.2-1

Newspaper

BEHAVIORAL OBJECTIVE: Tell what a newspaper is and what some of its parts and characteristics are in an oral or written report, a chart, or a discussion.

I. LOCATE these items:

- A. Two newspapers with different names.
- B. One of these two sound filmstrips:
  1. Copley's Sound FS, Newspapers in the Classroom, #__________.
  2. Copley's Sound FS, The World At Your Fingertips, #__________.
- C. One of these textbooks:
  1. Experiences in Journalism, by Mulligan and D'Amelio, pp. 1-11.
  2. Press Time, by Adams and Stratton, pp. 28, 39, 466.

II. TAKE one book, one sound filmstrip and the newspaper to a viewing and study area.

III. DISCUSS these questions with some friends before studying the materials. (Remember to obtain permission from your educational advisor.)

- A. What is a newspaper?
- B. What is a daily newspaper? A weekly newspaper?
- C. What are the characteristics of a good newspaper?
- D. What kind of paper is it written on?
- E. What are some things included in a newspaper?
- F. What are some parts or sections of a newspaper and what do they contain?
- G. Why is a newspaper important to you?

IV. STUDY one sound FS and one textbook and FIND more information about newspapers and answers to questions in part III.

V. STUDY the two newspapers.

- A. Do they provide you with information about new or recent changes and events? Study some examples.
- B. What are some parts or sections of these two newspapers?

May '69 LS

C. How are they alike? Different?

D. Which do you like best? Why?

E. How does the newspaper help you? Your parents?

VI. COMPLETE one of these activities:

A. Prepare an oral or written report telling what newspapers are and why they are important to you.

B. Make a chart that tells what newspapers are, why they are important and what the names of some newspapers are.

C. Compare the two newspapers using the questions in part V as a guide. Make this comparison in one of the following ways:

1. In an oral or written report.
2. In a chart.
3. In a discussion with another person or persons.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

May '69 LS

EDUCATIONAL SPECIFICATION SHEET   COMMUNICATION 1.1.2.2.3

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 3. Understanding the importance of a free press in our nation will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, Mightier Than the Sword: Zenger and Freedom of the Press. The student will FIND information about John Peter Zenger and the American basis for freedom of the press, and then COMPLETE one of three suggested follow-up activities.	I
2. VIEW MP, One Nation Indivisible: Horace Greeley and STUDY the First Amendment in the U.S. Bill of Rights. The student will FIND answers to listed questions and then COMPLETE one of three suggested activities.	I
3. VIEW MP, The Tiger's Tail: Thomas Nast vs. Boss Tweed and STUDY in book, The Freedom of the Press in America. The student will FIND information about a free press and the First Amendment to the U.S. Bill of Rights.	I
4. VIEW FS, Your Press, Your Freedom, STUDY book, The Freedom of the Press in America, and READ a copy of the First Amendment to the U.S. Constitution. The student will ANSWER some questions, and then COMPLETE one of three suggested activities.	I
5. VIEW FS, You and Your Newspaper. The student will also COMPLETE one of two suggested activities.	I

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

I. LOCATE Teaching Film Custodians, Inc. MP, Mightier Than the Sword: Zenger and Freedom of the Press, #__________, and book The Freedom of the Press In America, by David J. Goldman.

II. TAKE the MP and the book to a viewing and study area.

III. READ these questions before viewing the MP.

- A. Who was John Peter Zenger and what did he support in his published papers?
- B. Who was Gov. Cosby and what did he support?
- C. Why did the governor have some of Zenger's papers burned?
- D. Did Zenger publish the truth or were his articles false, scandalous and seditious?
- E. Who defended the governor in the trial?
- F. Who defended John Peter Zenger in the trial?
- G. Did the jury find John Peter Zenger guilty or not guilty of publishing articles that were false, scandalous and seditious?

IV. VIEW the MP and LOOK for answers to the above questions.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult.

VI. READ pages 7 and 8 in the book and FIND out what the first amendment in the U.S. Bill of Rights says about a free press.

VII. COMPLETE one of the following assignments:

- A. Make a chart containing the U.S. basis or source of freedom of the press and other important statements about a free press.
- B. Prepare a short written or oral report on the first amend-

March '69 LS

ment in the Bill of Rights and explain why a free press is important to you or what a free press is.

C. Prepare a short written or oral report on John Peter Zenger and freedom of the press.

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

I. LOCATE Teaching Film Custodians, Inc., One Nation Indivisible: Horace Greeley - Editor, #_________ and a copy of the U.S. Bill of Rights.

II. TAKE the MP and the copy of the U.S. Bill of Rights to a study area.

III. READ these questions before viewing the MP.

  A. How did Horace Greeley use his right of freedom of the press during the Civil War?

  B. How did Horace Greeley use his right of freedom of the press after the Civil War?

  C. Was Horace Greeley able to influence people through the free press? How?

  D. Do you agree with Horace Greeley articles during the war? After the war? Why?

  E. Who caused Horace Greeley to change his opinion toward the South? How?

  F. Do you think Horace Greeley helped the nation? How?

  G. What does the first amendment to the U.S. Bill of Rights say about a free press?

IV. VIEW the MP and READ the First Amendment to the U.S. Bill of Rights.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult.

VI. COMPLETE one of the following assignments:

  A. Make a large printed chart containing the First Amendment to the U.S. Bill of Rights.

B. Research the card catalog for information on the free press and then prepare a short oral or written article on the free press.

C. Prepare an oral or written report on the First Amendment to the U.S. Bill of Rights and Horace Greeley.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.3-3

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

I. LOCATE Teaching Film Custodians, Inc. MP, The Tiger's Tail: Thomas Nast vs. Boss Tweed, #__________ and The Freedom of the Press in America, by David J. Goldman.

II. TAKE the MP to a viewing area.

III. READ these questions before viewing the MP.

   A. Did Thomas Nast believe in a free press?

   B. How did he use the free press to support good or vice?

   C. Did Boss Tweed believe in a free press?

   D. How did he try to influence or control the press and Thomas Nast?

   E. How did Harper's Weekly support a free press?

   F. How did the New York Times support a free press?

IV. VIEW the MP and LOOK for answers to the above questions.

V. ANSWER the questions in part III and DISCUSS them with a friend or a responsible adult.

VI. READ Freedom of the Press in America, pp. 7 and 8.

VII. DISCUSS the first amendment in the U.S. Bill of Rights which guarantees freedom of speech and freedom of the press with a friend.

VIII. COMPLETE one of the following:

   A. Prepare an oral report on freedom of the press and our source or basis for freedom of the press. You may want to include information contained in the MP you just observed.

   B. Write a story on freedom of the press that could be included in the class newspaper.

MARCH '69 LS

C. Make a chart telling or showing what a free press means to you. You may want to include some of these ideas:

1. You can read about the good and the bad acts of government leaders and other people.
2. You can decide for yourself what is good and what is bad.
3. You can read about many subjects - not just those that public officials allow to be written.
4. You can send in your ideas or opinions and they may be published in the section, Letters-to-the-Editor.

IX. SHOW your completed work to a responsible adult or the class newspaper editor.

X. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

I. LOCATE Copley Sound FS, Your Press, Your Freedom, #____________, book, The Freedom of the Press in America, by David J. Goldman and a copy of the First Amendment to the United States Constitution which can be found in most encyclopedias.

II. TAKE the materials to a viewing and study area.

III. DISCUSS these questions with a small group of friends before viewing, reading and listening to the listed materials, and WRITE down some of your answers or examples.

  A. Have people had to fight to preserve the freedom of the press that we have in the United States?

  B. What do tyrants or dictators try to do to a free press? Why?

  C. Why is a free press a most important source of liberty and justice?

  D. Would we be free without a free press? Defend your answer.

  E. What does the First Amendment to the U.S. Constitution say about a free press.

IV. VIEW, READ and LISTEN to the above materials for additional information about newspapers and a free press.

V. COMPLETE one of the following activities:

  A. Prepare an oral or written report telling why a free press is good and necessary.

  B. Make a chart showing some of the historically important events leading to a free press.

  C. Write a feature article for your class newspaper about one or more of the people that were important in obtaining freedom of the press. If you need information on writing a feature

March '69 LS

article, refer to Student Guide Communications 1.1.2.2.8-1.

VI. SHOW your completed work to a responsible adult or to the class newspaper editor if you wrote a feature article.

VII. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.3-5

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the American basis for freedom of the press by explaining what it is in a chart or in an oral or written report.

I. LOCATE FOM FS, You and Your Newspaper, #_________

II. TAKE the FS to a viewing area.

III. VIEW and STUDY FS frames 21-31.

IV. STATE our source of freedom of the press.

V. COMPLETE one of the following activities:

   A. Prepare an oral or written report on one of these men and their contribution to a free press. Use the card catalog for additional information on these men.

      1. John Peter Zenger.

      2. Benjamin Franklin.

      3. Horace Greeley.

   B. Make a chart or prepare a report on the First Amendment in the U.S. Bill of Rights.

VI. SHOW your completed work to a responsible adult

VII. RETURN all materials to their proper place.

March '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.4

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper

CONCEPT: 4. Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of the four purposes of a newspaper: informing, interpreting, servicing and entertaining, by describing those purposes, locating examples, or writing articles that are examples of them.

BASIC LEARNING EXPERIENCES:

		LEVEL
1.	WRITE a letter to the local editor of the newspaper and INVITE him to come to the classroom to discuss the four purposes of a newspaper which are: to inform, to interpret, to provide a service, and to entertain.	I
2.	VIEW and LISTEN to sound FS, News, Newspapers, Their Purposes and a Free Press, VIEW MP. A Newspaper Serves Its Community. The student will FIND answers to listed questions about the four purposes of a newspaper and FIND some examples, then COMPLETE one of five suggested follow-up activities.	I
3.	LISTEN to RTC, The Historical Role and Four Purposes of a Free Newspaper. The student will also LOCATE examples of the four purposes of a newspaper and MAKE a display using them, then he will WRITE one article that is an example of one of these four purposes.	I
50.	MAKE a Newspaper Discovery Journal. This will contain many enjoyable and important articles and materials.	
51.	MAKE a bulletin board to display news articles that are examples of the four purposes of a newspaper.	I

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of the four purposes of a newspaper: informing, interpreting, servicing and entertaining, by describing those purposes, locating examples from the newspaper, or writing articles that are examples.

I. CONSULT a responsible adult concerning the possibility of inviting the editor of the local newspaper to talk to the classroom or to a committee. This person will help you determine the day, time and nature of the visit.

II. WRITE a letter to the editor of the local newspaper and INVITE him or a representative to visit the class and TALK about a newspaper.

III. In this letter STATE clearly the four areas that are of greatest interest to you at this time, and ASK him to discuss them. These four purposes are listed below.

   A. How does a newspaper provide information?

   A. How does a newspaper provide interpretation of the news?

   C. How does a newspaper give service to the community?

   D. How does a newspaper provide entertainment.

IV. When the representative of the newspaper arrives, TAKE notes on his discussion and especially his answers to those questions that are of current interest.

V. If you have any other questions, ASK them after he has covered the most important information and if he has time.

VI. Be sure to EXPRESS appreciation to the representative for his time and efforts when he leaves and/or in a friendly letter.

March '69 LS

VII. STUDY the examples he used illustrating the four purposes of a newspaper.

A. An example showing that a newspaper informs.

B. An example showing that a newspaper interprets.

C. An example showing that a newspaper provides a service.

D. An example showing that a newspaper provides entertainment.

VIII. Now COMPLETE one of these assignments:

A. Search a newspaper and find at least one example of each of the four purposes of a newspaper, then mount them on a large sheet of butcher paper and label each one. Make your arrangement interesting.

B. Be creative. Write an example of each of the four purposes of a newspaper, informing, interpreting, and providing service, and entertainment that could be placed in a class newspaper.

C. Describe the four purposes of a newspaper in an oral or written report.

IX. SHOW your work to an assigned adult.

March '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of the four purposes of a newspaper: informing, interpreting, servicing, and entertaining, by describing those purposes, locating examples from a newspaper, or writing articles that are examples of the four purposes of a newspaper.

I. LOCATE these items:

   A. USBE Sound FS, News, Newspapers, Their Purposes and a Free Press, #__________.

   B. FAC MP, A Newspaper Serves Its Community, #__________.

II. TAKE the materials to a viewing and listening area.

III. VIEW and LISTEN to the section of the sound filmstrip about the four purposes of a newspaper and LOOK for answers to these sentences:

   A. What are the four purposes of a newspaper?

   B. Give an example of each.

   C. Does every article fit neatly in one of the four categories or does it depend a lot on the reader's needs and interests? Explain.

IV. VIEW the MP and LOOK for answers to the following questions:

   A. In what ways does a newspaper serve its community?

   B. Are many people involved in making a newspaper?

   C. Who are some of these people and what do they do?

   D. Use one or more of these four newspaper purposes to fill in the blanks. They are: to inform, interpret, serve or entertain.

      1. The article on politics is an example of an article that ____.

      2. The article on sports is an example of an article that ____.

3. The advertisement in the newspaper is an example of

____.

4. The elephant story is an example of an article that

____.

E. What examples do the films use for each of the above?

V. ANSWER the questions in Parts III and IV and discuss them with another person or a responsible adult.

VI. SELECT one of the following exercises to complete.

A. Does your local newspaper meet the four main purposes of a newspaper which are: to provide information, interpretation, service and entertainment? If so, how? If not, why do you think it doesn't? Give reasons for your answers and be able to defend them.

B. List several examples of how your local newspaper has helped your. Include at least one example of each of the four purposes of a newspaper.

C. Write two or more paragraphs describing each of the four main purposes of the newspaper.

D. Search a newspaper and find at least one example of each of the four main purposes of a newspaper.

E. Write an example of an article that informs, one that interprets, one that provides service, or one that entertains that could be used in a class newspaper.

VII. EVALUATE the exercise that you chose to complete with an assigned adult.

VIII. RETURN materials to their proper place.

Mar. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of the four purposes of a newspaper, informing, interpreting, servicing, and entertaining, by describing those purposes, locating examples from the newspaper, or writing articles that are examples of the four purposes of a newspaper.

I. LOCATE USBE RTC, The Historical Role and Purposes of a Free Newspaper, #______________.

II. TAKE the RTC, paper and pencil to a study area.

III. DISCUSS these questions with a friend before listening to the RTC. You may wish to write down some of your answers and examples.

   A. What is the role or responsibility of a newspaper?

   B. What are the four purposes of a newspaper?

IV. LISTEN to the RTC and LOOK for answers to the two questions listed above.

V. When you have completed the RTC, COMPLETE these two exercises.

   A. Make a newspaper display.

      1. Find an example of each of the following from a newspaper and cut it out.

         a. An informative article.

         b. An interpretive article.

         c. A service article.

         d. An entertaining article.

      2. Glue these four examples on a large piece of butcher paper in an interesting way and label them.

   B. Write a newspaper article that is an example of one of the four purposes of a newspaper.

VI. SHOW your work to a responsible adult for display purposes.

VII. CHOOSE one of your creative articles to go in a class newspaper.

VIII. RETURN materials to their proper places.

Mar. '69 LS

STUDENT GUIDE SHEET

COMMUNICATION 1.1.2.2.4-50

Newspaper

BEHAVIORAL OBJECTIVE: To make a NEWSPAPER DISCOVERY JOURNAL that will contain enjoyable and important articles and materials that you would like to keep for future use and reference.

I. OBTAIN a container to put your articles and materials in. Several types are suggested.
    A. A looseleaf folder.
    B. A paperback binder.
    C. A plastic container.

II. This NEWSPAPER DISCOVERY JOURNAL may INCLUDE such things as the following.
    A. Newspaper clippings, mounted or unmounted.
    B. Rough-drafts or incomplete articles and reports that you intend to complete or use later.
    C. Completed reports and articles that you want to keep.
    D. Notes or suggestions for future activities in a newspaper for example, games, puzzles, jokes, comics, written reports.
    E. Any item that is of interest to you.

III. REMEMBER that your NEWSPAPER DISCOVERY JOURNAL is for you and you deserve the best, so MAKE it enjoyable, neat and interesting, as you add to your journal.

IV. RETURN materials to their proper place as you finish using them.

Mar. '69 LS

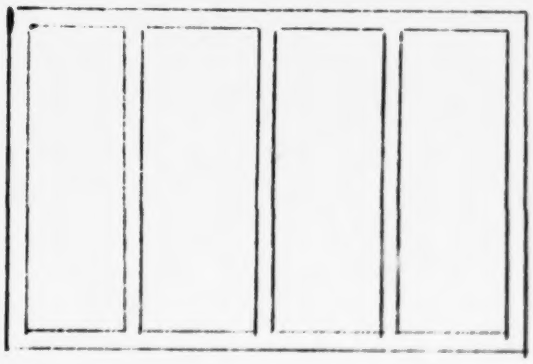
Newspaper

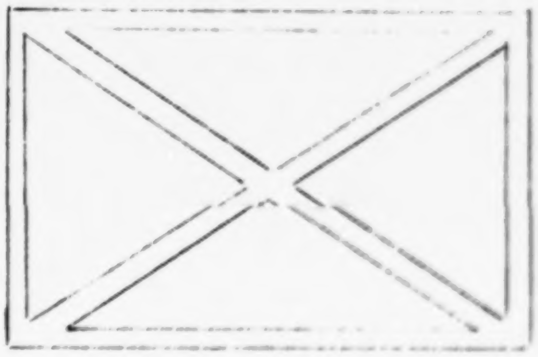
BEHAVIORAL OBJECTIVE: To make a bulletin board display showing examples of the four different purposes of a newspaper.

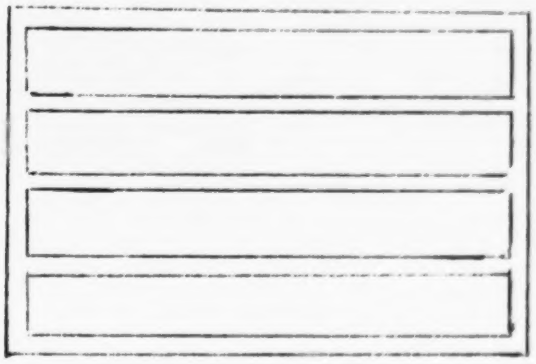
I. MAKE a large bulletin board display containing articles that are examples of the four different purposes of a newspaper.

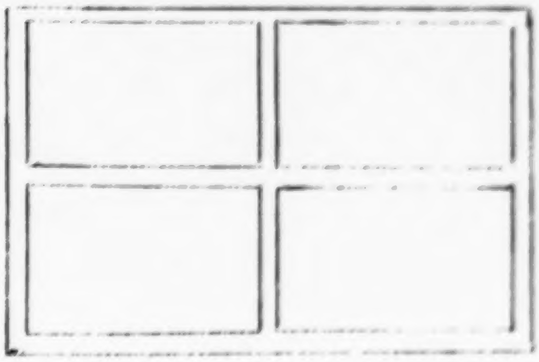
II. SELECT a bulletin board or a portion of one at least six feet long. It should be located where it can be easily seen by students.

III. DIVIDE the bulletin board into four areas. Here are some layout suggestions, but you may choose others.









IV. PRINT the title and subtitles and MAKE them large and colorful so they will stand out.

1. Title: NEWS
2. Subtitles
   a. INFORMATIVE
   b. INTERPRETIVE
   c. SERVICE

Mar. '69 LS

d. ENTERTAINING

V. BEGIN filling in the chart by locating an example of each of the four kinds of news and placing it in the appropriate area.

A. Informative articles may include world, national, state and local reports on important men, places and events in politics, foreign affairs, space, economics, education, medicine, sports, etc.

B. Interpretive articles may include: editorials, editorial cartoons and columnists.

C. Service articles may include: advertisements, radio, television and movie schedules, weather reports, road conditions, employment opportunities, etc.

D. Entertaining articles may include: comics, cartoons, puzzles, feature articles about foodstuffs and fancy work for women and about sports for men.

VI. RETURN materials to their proper places and CLEAN the area so that it will be attractive.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility: also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                4. Composition competencies can be discovered and developed through a study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.

CONCEPT: 1. To provide information, the newspaper must carefully select full and fair reports and cover the news on topics of interest and importance.

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides information by explaining the function of informing, locating informative articles in a newspaper, or writing an example of informative news that might be used in a class newspaper.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, The Newspaper Story. The student will ANSWER somw questions on informative news and WRITE an informative article of his own.	I
2. RESEARCH selected bibliography on informative news articles. The student will also LOCATE an informative article and then WRITE one for class newspaper purposes.	I
3. STUDY two of three suggested pamphlets. The student will READ information about informative articles, LOCATE informative articles on one topic in the newspaper, and then WRITE an informative article using the information he has collected.	I
4. STUDY two of three suggested pamphlets. The student will ANSWER some questions and WRITE an informative news article following suggestions given in a textbook.	I

March '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.1-1

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides information by explaining the function of informing, locating informative articles in a newspaper or writing an example of informative news that might be used in a class newspaper.

I. LOCATE EB MP, The Newspaper Story, #_________.

II. TAKE the film to a viewing and listening area.

III. READ these questions before viewing the film.

   A. Does the published story shown in the film inform the public?

      1. It informs about what?
      2. It informs about who?
      3. Does it tell when it happened?
      4. Does it tell why it happened? How?
      5. Does it tell where it happened? How?
      6. Does it tell how it happened? How?

   B. Were they careful to obtain facts and report them correctly?

IV. VIEW the film and LOOK for answers to the questions in part III.

V. RETURN the film to its proper place.

VI. IMAGINE that you are the reporter in the film and WRITE your own story of the adventure of the lost child and the Boy Scout.

VII. Did your news article INCLUDE answers to six important questions? This quote may help you remember the six questions:

"I keep six honest serving men
(They taught me all I knew)
Their names are What and Why and When
And How and Where and Who."

- Rudyard Kipling

VIII. EVALUATE your story with an assigned adult.

March '69 LS

IX. HAND your newspaper article in to the proper newspaper committee or person if one has been appointed. If one has not been appointed, hand it in to a responsible adult.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.1-2

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides information by explaining the function of informing, locating informative articles in a newspaper, or writing an example of informative news that might be used in a class newspaper.

I. LOCATE the following three packets containing pamphlets about news. If these packets are not in your library, TALK to a responsible adult about your sending for them. (See addresses below) If you need help in writing a business letter refer to Student Guide Communications #__________.

A. Packet, *The Newspaper in the Classroom: Teaching Aids For Elementary Schools*, #__________.

Address:

School Programs Division
Copley Newspaper
Department of Education
940 Third Avenue
San Diego, California 92112

1. Find the pamphlet, *Your Newspaper: An Exciting World At Your Fingertips*, p. 3 in the packet.

B. Packet, *The Newspaper in the Classroom: Teaching Aids For Secondary Schools*, #__________.

Address: Same as "A" above.

1. Find the pamphlet, *Your Newspaper: An Exciting World at Your Fingertips*, p. 6 in the packet.

C. Packet, *The Newspaper in the Classroom: Teaching Aids for Schools*, #__________.

Address:

Deseret News Publishing Company
33 Richards Street
P.O. Box 1257
Salt Lake City, Utah 84110

Aug. '69 LS

1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit for Elementary Grades, p. 17 in the packet.

II. USE the card catalog and FIND other sources of information.

III. TAKE these three short articles to a study area.

IV. READ them carefully to find out what informative news is.

V. In your own words, TELL what an informative news article is and DISCUSS it with a responsible adult.

VI. You may want to INCLUDE this in your Newspaper Discovery Journal.

VII. LOCATE an informative article in your newspaper.

VIII. DOES it answer these questions?

A. What?

B. Who?

C. When?

D. Why?

E. Where?

F. How?

IX. READ the quote. It may help you to REMEMBER six important questions.

"I keep six honest serving men
(They taught me all I knew)
Their names are What and Why and When
And How and Where and Who." -Rudyard Kipling

X. WRITE an informative article that might be used in a classroom.

XI. RETURN materials to their proper places.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.1-3

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides information by explaining the function of informing, locating informative articles in a newspaper, or writing an example of informative news that might be used in a class newspaper.

I. LOCATE and READ at least two of the following articles from the suggested pamphlets in the various packets to learn what an informative news article is. You may USE the card catalog to find additional sources of information on informative news articles.

  A. Packet, The Newspaper in the Classroom: Teaching Aids for Elementary Schools, Copley Newspapers, # _________.

    1. Read in pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit for Elementary Grades, p. 17.

  B. Packet, The Newspaper in the Classroom: Teaching Aids for Secondary Schools, Copley Newspapers, # _________

    1. Read in pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 6.

  C. Packet, The Newspaper in the Classroom: Teaching Aids for Schools, Deseret News Publishing Co., # _________.

    1. Read in pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 3.

II. CHOOSE a subject to research that interests you, then FOLLOW these suggestions.

  A. Set aside seven pages in your Newspaper Discovery Journal or some other large notebook and label each page for one day of the week.

Aug. '69 13

B. Read your newspaper each day and look for articles on the subject that you chose to write about.

C. Clip them out and paste them in the notebook under the day of the week it appeared. If possible, use two different newspapers.

III. WRITE an informative newspaper article on the subject you chose to research from the information you gathered in part II.

IV. EVALUATE your own newspaper article.

A. Do you favor one side or report the facts as they are?

B. Did you include both the good and the bad?

C. Do you allow people to make their own decisions as an informatige article should?

D. Did you answer these six important questions - who, where, when, what, how and why?

V. HAVE your own informative article checked by the class newspaper proofreader or a responsible adult.

VI. TURN your article in for inclusion in the class newspaper.

VII. RETURN materials to their proper places.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.1-4

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides information by explaining the function of informing, locating informative articles in a newspaper, or writing an example of informative news that might be used in a class newspaper.

I. LOCATE at least two of the three suggested packets. You may use the card catalog to find other sources of information.
   - A. Packet, *The Newspaper in the Classroom: Teaching Aids for Elementary Schools*, Copley Newspapers, # ________.
     - 1. Read in pamphlet, *The Newspaper in the Classroom: A Two Week Teaching Unit for Elementary Grades*, p. 17.
   - B. Packet, *The Newspaper in the Classroom: Teaching Aids for Secondary Schools*, Copley Newspapers, # ________.
     - 1. Read in pamphlet, *Your Newspaper: An Exciting World at Your Fingertips*, p. 6.
   - C. Packet, *The Newspaper in the Classroom: Teaching Aids for Schools*, Deseret News Publishing Co., #________.
     - 1. Read in pamphlet, *Your Newspaper: An Exciting World at Your Fingertips*, p. 3.

II. READ at least two of the suggested sections on informative articles.

III. ANSWER these questions:
   - A. Where are informative articles usually found?
   - B. Who writes them?
   - C. What is informative news?
   - D. Are they written in such a way as to favor one side?

Aug. '69 LS

E. Do they publish the good and the bad?

IV. DISCUSS your answers with a responsible adult.

V. Now LOCATE class textbook, Language for Daily Use 5, Dawson, Mildred A; Zollinger, Marian; Elwell, M. Ardell; and Johnson, Eric W.

VI. TURN to page 136 and 137 and READ the material starting under, "Going Ahead," READ the two paragraphs at the top of page 137 carefully.

VII. ANSWER the questions pertaining to these two paragraphs under the words, "To Discuss."

VIII. Now WRITE an informative article following the suggestions under, "Composition: A News Article."

IX. CHECK your article with a responsible adult.

X. MAKE the necessary changes.

XI. DISPLAY your informative article on the bulletin board.

XII. RETURN materials to their proper places.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.4.2

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                4. Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.

CONCEPT: 2. Writing competencies and skills can be discovered and reinforced by reading interpretive articles written by editorial staffs who carefully study and interpret the problems that they feel are important to the public and then by writing articles of their own.

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper interprets the news by explaining the function of interpreting the news, locating interpretive articles in a newspaper and/or writing an interpretive article that could be used in a newspaper.

BASIC LEARNING EXPERIENCES: LEVEL

1. INVITE an editorial writer to speak to the class or to a committee on interpretive news articles, LOCATE some samples in a newspaper and WRITE an interpretive article that can be included in a class newspaper. I

2. READ suggested bibliography for a definition and information about interpretive articles. The student will then LOCATE interpretive newspaper articles from a newspaper and WRITE an interpretive newspaper article for the class newspaper. I

3. READ suggested bibliography to find out what an interpretive news article is. The student will also ANSWER some questions about interpretive news articles, LOCATE some in a newspaper and then WRITE an interpretive news article (editorial.) I

March '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.2-1

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper interprets the news by explaining the function of interpreting the news, locating interpretive articles in a newspaper and/or writing an interpretive article that could be used in a newspaper.

I. WRITE a letter to a local editorial writer and INVITE him to talk to the class or a committee about interpretive articles or editorials. GO to an assigned adult for a few felpful suggestions.

II. INCLUDE in the letter basic questions that you would like answered when he comes.

A. What is an interpretive article?

B. Where are interpretive articles found in the newspaper?

C. How are topics and contents of interpretive articles decided upon?

D. Who writes the interpretive articles?

E. Why should newspapers have interpretive news articles?

F. When are interpretive articles written.

G. Do you have to believe their opinions in their editorials?

III. When the editorial writer comes, TAKE notes on what he says. If he does not answer the six questions above, politely ASK him to answer them and any other important questions that you may have.

IV. THANK the representative for his time and information.

V. ANSWER and DISCUSS the questions in part II with another student as directed by a responsible adult.

A. Did he answer all of the questions in part II to your satisfaction? If not, why don't you think he did? If he did, discuss them carefully.

B. What were some of the examples that he used?

Mar. '69 LL

C. Does your home newspaper have an editorial page?

VI. REPORT your answers to a responsible adult.

VII. SEARCH a newspaper, FIND interpretive articles, IDENTIFY them by encircling them or cutting them out and bringing them to the classroom.

VIII. SHOW your articles to a responsible adult and DISCUSS them with this person.

IX. WRITE an interpretive news article that can be used in a class newspaper.

A. First, you will need to find as much information as you can about the topic you choose to write about.

B. As you write your own interpretation of the news on a topic of your choosing, remember that it is more important to be right than to be popular. If you criticize something, be sure to tell how it can be improved.

X. HAVE your class newspaper proofreader or an assigned adult check your article for accuracy and then MAKE suggested changes.

XI. TURN your article in for inclusion in the class newspaper.

XII. RETURN materials to their proper places.

N

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.2-2

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper interprets the news by explaining the function of interpreting the news, locating interpretive articles in a newspaper and/or writing an interpretive article that could be used in a class newspaper.

I. LOCATE the following three pamphlets in the various packets containing descriptions of interpretive news.

   A. Packet, The Newspaper in the Classroom: Teaching Aids For Elementary Schools, Copley Newspapers, #__________.

      1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit For Elementary Grades, p. 1 .

   B. Packet, The Newspaper in the Classroom: Teaching Aids For Secondary Schools, Copley Newspapers, #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 7.

   C. Packet, The Newspaper in the Classroom: Teaching Aids For Schools, Deseret News Publishing Co., #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, pp. 3-4.

II. READ the suggested pages from the three pamphlets listed above.

III. In your own words, TELL what an interpretive article is and DISCUSS your answer with a responsible adult.

IV. You may want to KEEP your answer in your Newspaper Discovery Journal.

V. LOCATE some interpretive news articles in your own newspaper.

VI. STUDY them carefully considering these questions.

   A. Are they stated in such a way as to lead you to believe they are stating facts rather than stating personal opinions of the editorial staff?

B. Where did you find these interpretive articles?

C. Who wrote them?

D. How are they made interesting?

E. Do you agree or disagree with the editorial opinion? Do you have the right to write a differing editorial opinion?

F. Do you find evidence that they have studied the topic before coming up with an opinion?

VII. WRITE an interpretive news article. SELECT a topic of your own choosing or USE one of these suggested topics. Remember if you criticize, give useful suggestions for correcting the situation.

A. An editorial in response to one that you disagreed with from the newspaper.

B. An editorial on homework.

C. An editorial supporting a person in the local, state or federal government that you respect.

D. An editorial suggesting ways of increasing respect for policemen and the laws.

E. An editorial encouraging more wholesome activities for more young people in the summertime.

VIII. HAVE your article checked by a class newspaper proofreader or by an assigned person.

IX. MAKE the necessary changes and TURN them in to the class editor for inclusion in the class newspaper.

X. RETURN materials to their proper places.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.2-3

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper interprets the news by explaining the function of interpreting the news, locating interpretive articles in a newspaper and/or writing an interpretive article that could be used in a class newspaper.

I. READ at least two of the following suggested articles from the various packets to find out what an interpretive news article is. USE the card catalog to find other articles on interpretive news or editorials.
    A. Packet, The Newspaper in the Classroom: Teaching Aids For Elementary Schools, Copley Newspapers, #____________.
        1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit For Elementary Grades, p. 17.
    B. Packet, The Newspaper in the Classroom: Teaching Aids For Secondary Schools, Copley Newspapers, #______________.
        1. Find the pamphlet, Your Newspaper: An Exciting World At Your Fingertips, p. 7.
    C. Packet, The Newspaper in the Classroom: Teaching Aids For Schools, Deseret News Publishing Co., #______________.
        1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, pp. 3-4.

II. ANSWER these questions:
    A. What is an interpretive article or an editorial?
    B. Where are they found?
    C. Who can write interpretive articles or editorials?
    D. Why do papers have editorials pages?
    E. Do we have to believe editorials?

III. DISCUSS your answers with a friend.

Aug. '69 LS

IV. CHOOSE a subject to research that interests you and then follow these directions.

- A. Set aside seven pages in your Newspaper Discovery Journal or some other large notebook and label each page for one day of the week.
- B. Read your newspaper each day and look for articles on the subject that you chose to write about. Remember to include and read informative articles and interpretive articles.
- C, Clip them out and past them in the notebook under the day of the week they appeared. If possible. use two different newspapers.
- D. Now study your subject carefully by studying the collected articles.

V. WRITE an interpretive news article to be place in the editorial section of your class newspaper.

VI. EVALUATE your own editorial or interpretive article.

- A. Have you studied the subject carefully before stating your opinion?
- B. Have you interpreted the news and written it down so people can understand it and use it to their benefit?
- C. Is it based on facts?
- D. Is it written in such a way that the reader will understand that it is your opinion rather than fact?

VII. HAVE your article checked by a class newspaper proofreader or a responsible adult.

VIII. TURN your article in for inclusion in the class newspaper.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.4.3

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                4. Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.

CONCEPT: 3. Newspapers give service to the community by providing various types of news: helping to spearhead civic improvement and better government, promoting beautification projects, supporting cleanup campaigns, supporting democratic processes, advertising charity drives, encouraging sports and scholastic competition, encouraging historical restorations, reporting on weather, reporting on road conditions, advertising hunting and fishing season dates, etc.

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that you understand how a newspaper provides a service to the public by explaining what these services are, by locating articles that are examples of service to the community, or by writing a service article that might be used in a newspaper.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. RESEARCH suggested bibliography for information on articles that serve the readers. The student will also LOCATE and EVALUATE some service articles from a newspaper and then WRITE a service article that could be included in the class newspaper.	I

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.3-1

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that you understand how a newspaper provides a service to the public by explaining what these services are, by locating articles that are examples of service to the community, or by writing a service article that might be used in a newspaper.

I. LOCATE the following three pamphlets in the various packets:

   A. Packet, The Newspaper in the Classroom: Teaching Aids For Elementary Schools, Copley Newspapers,#____________.

      1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit For Elementary Grades, p. 18.

   B. Packet, The Newspaper in the Classroom: Teaching Aids For Secondary Schools, Copley Newspapers,#____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 7.

   C. Packet, The Newspaper in the Classroom: Teaching Aids For Schools, Deseret News Publishing Co., #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 4.

II. DISCUSS with a friend the ways the newspaper serves you. You may want to WRITE down some of your ideas.

III. READ the suggested pages in the pamphlets and FIND information about articles that help or serve the public.

IV. In your own words, TELL what a service article is and DISCUSS your answer with a responsible adult.

V. You may want to KEEP your answers in your Newspaper Discovery Journal.

VI. LOCATE some articles that serve the reader and BRING them to class for study.

Aug. '69 LS

VII. STUDY each one carefully considering these questions:

  A. What kinds of articles provide a service?

  B. Where are they found?

  C. Who do they serve?

  D. How do they serve you or your family?

  E. Are they interesting?

VIII. WRITE a service article for the newspaper on a subject of your own choosing or USE one of the suggestions below.

  A. A good recipe that could be used on one of the coming holidays.

  B. A sports article telling how to train for best performance.

  C. An advertisement to sell some object that you no longer want.

  D. An article on proper etiquette at the dinner table.

  E. An article on road and weather conditions.

  F. An article supporting a community cleanup campaign.

  G. An article encouraging people to get acquainted with the candidates and vote in the elections.

IX. HAVE your article checked by a class newspaper proofreader or an assigned adult.

X. MAKE the necessary changes.

XI. TURN your article in to the class newspaper editor or an assigned adult.

XII. RETURN materials to their proper places.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.4.3.1

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.
    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.
        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.
            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.
                4. Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.
                    3. Newspapers give service to the community by providing various types of news: helping to spearhead civic improvements and better government, promoting beautification projects, supporting cleanup campaigns, supporting democratic processes, advertising charity drives, encouraging sports and scholastic competition, encouraging historical restorations, reporting on weather, reporting on road conditions, advertising hunting and fishing season dates, etc.

CONCEPT: 1. Newspapers give service to the community or help the readers, businessmen and the newspaper by having advertisements in them.

BEHAVIORAL OBJECTIVE: Show that you understand how important advertising is to the readers, businessmen or the newspaper by preparing a short report or chart on advertising or by making an advertisement.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, Story of a Newspaper Man. The student will FIND answers to some questions and then COMPLETE one of four suggested activities.	I
2. VIEW sound FS, Newspaper Tour. The student will ANSWER some questions and COMPLETE one of three suggested activities.	I
3. VIEW FS, Communications: The Newspaper. The student will FIND answers to some questions and then COMPLETE one of three suggested activities.	I
4. VIEW and STUDY FS, Story of a Newspaper, and discuss	I

March '69 LS

manual of the same title. Student will also READ sections from encyclopedias. The student will FIND answers to questions and then COMPLETE one of three activities.

Mar. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.3.1-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand how important advertising is to the readers, businessmen or the newspaper by preparing a short report or chart on advertising or by making an advertisment.

I. LOCATE Sterling Educational Films MP, Story of a Newspaper Man, #________________.

II. TAKE the MP to a viewing area.

III. DISCUSS the following questions with a friend or your educational advisor before viewing the MP.

A. Why is newspaper advertising necessary and important to newspaper publishers? (Note: Notice the percent of income that comes to them from advertising.)

B. How is advertising helpful to businessmen?

C. How is advertising helpful to newspaper readers? (Note: This is not answered directly in the MP but you will be able to reason it out.)

D. Why does a newspaper man visit the various businesses encouraging them to use newspaper advertising?

IV. VIEW the MP and LOOK for answers to the above questions.

A. What new information did you get?

B. How can you use this information?

V. You may want to INCLUDE some of the facts and statistics from this MP in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities.

A. Make a newspaper advertisement and give it to the class editor.

B. Prepare an oral or written report telling how newspaper advertising helps the readers, businessmen and newspaper.

C. Draw a series of pictures showing how advertising helps the readers, businessmen and newspapers.

May '69 LS

D. Make a chart giving some important facts, statistics and other information on newspaper advertising.

VII. SHOW your completed work to a responsible adult.

VIII. Return materials that you have used to their proper place.

May '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.3.1-2

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand how important advertising is to the readers, businessmen or the newspaper by preparing a short report or chart on advertising or by making an advertisement.

I. LOCATE Copley Sound FS, Newspaper Tour, #_________.

II. TAKE the materials to a viewing area.

III. VIEW frames 47-67 and FIND answers to these questions:

- A. What is a national ad?
- B. What is a local ad?
- C. What do an artist and a salesman include or do to make a good advertisement?

IV. ANSWER the above questions.

V. DISCUSS your answers with a friend or a responsible adult.

VI. COMPLETE one of these activities:

- A. Do some thinking or research of your own and find answers to these questions.
  1. Why do newspapers carry advertisements?
  2. Why do businesses advertise through newspapers?
  3. How do advertisements help the readers?
- B. Make a newspaper advertisement for your class newspaper.
- C. Prepare an oral or written report on newspaper advertising.

VII. SHOW your completed work to a responsible adult or the class newspaper editor if you made an advertisement for your class newspaper.

VIII. RETURN materials to their proper area.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand how important advertising is to the readers, businessmen or the newspaper by preparing a short report or chart on advertising or by making an advertisement.

I. LOCATE McGraw-Hill FS, Communications: The Newspaper, #__________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS and DISCUSS them with a friend.

  A. Have you ever seen anything advertised in the newspaper that you wanted to buy? Tell about it.

  B. Do your parents check the newspaper advertisements? Why?

  C. Why would a business want to put an advertisement in the newspaper?

  D. Name two ways a newspaper earns money.

IV. INSERT the FS and START looking for information about advertising on frame number 35.

V. ANSWER the questions from Part III above and DISCUSS new information with a friend if you want to do so.

VI. COMPLETE one of the following activities:

  A. Prepare a short written or oral report. You may want to answer some of these questions in your report.

    1. Why does the business man advertise?

    2. Why do your parents look at advertisements?

    3. Why do newspapers carry advertisements?

    4. Why do you like advertisements?

  B. Make a chart on newspaper advertising. Develop your own ideas for the chart.

  C. Make an advertisement that could be used in your school newspaper. Give this to the editor of your newspaper.

May '69 LS

VI. SHOW your completed work to a responsible adult or the editor of your class newspaper.

VII. RETURN materials to their proper areas.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand how important advertising is to the readers, businessmen or the newspaper by preparing a short report or chart on advertising or by making an advertisement.

I. LOCATE the following items:

   A. New York Times FS, Story of a Newspaper, #__________ and the discussion manual with the same title. Frames #10 and #38.

   B. World Book Encyclopedia, Vol. 14, pp. 298 and 301.

   C. Compton's Encyclopedia, Vol. 16, p. 230.

   D. Our Wonderful World, Vol. 7, pp. 106-107.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the FS and researching the above books:

   A. How does newspaper advertising help people or the readers of a newspaper?

   B. How does newspaper advertising help the newspaper organization financially?

   C. How does newspaper advertising help the businessmen?

IV. VIEW the FS and RESEARCH the book for answers to the above questions.

V. INCLUDE some of the interesting information and statistics that you have found in your Newspaper Discovery Journal.

VI. COMPLETE one of the following activities.

   A. Make a large chart showing what per cent of a newspaper's income comes from sales and what per cent comes from advertising. Display it for others to see.

   B. Write a short report telling why newspapers advertise and place it on the bulletin board for others to see.

   C. Make an advertisement that could be used in your class newspaper.

Mar. '69 LS

VII. SHOW your completed work to a responsible adult or the class newspaper editor.

VIII. RETURN materials to their proper place.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.4.4.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                4. Composition competencies can be discovered and developed through the study of an experience with the four main purposes of a newspaper, which are to provide information, interpretation, service and entertainment.

CONCEPT:

4. Newspapers provide entertainment by providing comics and puzzles, by highlighting the contents of radio and television programs, books and magazine articles, by featuring articles pertaining to sports, society and cultural affairs, and by printing interviews with famous personalities and people having a local interest.

BEHAVIORAL OBJECTIVE:

Demonstrate knowledge that a newspaper provides entertainment by telling what the entertaining features are, by locating entertaining articles and pictures in a newspaper, or by writing or drawing an entertaining article that might be used in a newspaper.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. RESEARCH suggested bibliography and USE the card catalog to find information on one purpose of the newspaper, that of providing entertainment. The student will also MAKE a display of entertaining articles.	I
2. RESEARCH suggested bibliography to find information on one purpose of the newspaper - providing entertainment. The student will FIND answers to questions and MAKE an article that entertains.	I
50. LOCATE entertainment sections in at least two different newspapers and MAKE comparisons, then COMPLETE one of three suggested follow-up activities.	I

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.4-1

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides entertainment by telling what an entertaining article is, by locating entertaining articles and pictures in a newspaper, or by writing or drawing an entertaining article that might be used in a newspaper.

I. LOCATE the following three pamphlets from the various packets that tell what an entertaining article is and USE the card catalog to find additional sources of information.

   A. Packet, The Newspaper in the Classroom: Teaching Aids For Elementary Schools, Copley Newspapers, #____________.

      1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit For Elementary Grades, p. 18.

   B. Packet, The Newspaper in the Classroom: Teaching Aids For Secondary Schools, Copley Newspapers, #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 7.

   C. Packet, The Newspaper in the Classroom: Teaching Aids For Schools, Deseret News Publishing Co., #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 5.

II. READ the pages suggested from these three pamphlets and any other articles that you find.

III. ANSWER these questions.

   A. What are some examples of articles that entertain?

   B. Where might they be found?

   C. Why are they included in a newspaper?

   D. How do they make your life more pleasurable?

Aug. '69 LS

IV. DISCUSS your answers with a responsible adult.

V. LOCATE several entertaining articles from your own newspaper and bring them to the class room for study.

VI. PLACE them on a large sheet of butcher paper, BORDER the paper and MAKE a heading entitled, "Entertaining Articles."

VII. SHOW your work to an assigned adult and DISPLAY it in the classroom.

VIII. RETURN materials to their proper place.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.4.4-2

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge that a newspaper provides entertainment by telling what an entertaining article is, by locating entertaining articles and pictures in a newspaper, or by writing or drawing an entertaining article that might be used in a newspaper.

I. LOCATE the following three pamphlets from the various packets **to find further information on one purpose of the newspaper, that of providing entertainment.**

   A. Packet, The Newspaper in the Classroom: Teaching Aids For Elementary Schools, Copley Newspapers, #____________.

      1. Find the pamphlet, The Newspaper in the Classroom: A Two-Week Teaching Unit For Elementary Grades, p. 18.

   B. Packet, The Newspaper in the Classroom: Teaching Aids For Secondary Schools, Copley Newspapers, #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 7.

   C. Packet, The Newspaper in the Classroom: Teaching Aids For Schools, Deseret News Publishing Co., #____________.

      1. Find the pamphlet, Your Newspaper: An Exciting World at Your Fingertips, p. 5.

II. DISCUSS these questions with a friend or a responsible adult.

   A. What is an entertaining article? Describe it or give some example.

   B. Why do newspapers have entertaining articles?

   C. Where are they found in a newspaper?

   D. Do you enjoy the entertainment articles and sections of a newspaper?

Aug. '69 LS

III. READ the suggested pages in the pamphlets above and in other sources that you found to FIND additional information about newspapers and entertainment, by using the card catalog.

IV. You may want to KEEP some of your information in your Newspaper Discovery Journal.

V. LOCATE at least four different types of entertaining articles from your newspaper.

VI. DISCUSS your answers to the questions in part II and the examples that you found in part V with a responsible adult.

VII. WRITE or DRAW an article that entertains.

VIII. CHECK your work with a proofreader for the class newspaper or a responsible adult.

IX. MAKE the necessary changes.

X. TURN your article in to the class newspaper editor for inclusion in the class newspaper.

XI. RETURN materials to their proper places.

Newspaper

BEHAVIORAL OBJECTIVE: Be able to locate and label the listings of radio and television programs that are usually found in the entertainment section of a newspaper.

I. OBTAIN at least two different public newspapers.

II. LOCATE the entertainment sections of these newspapers.

III. LABEL the various types of news that is found on the entertainment section of a newspaper as follows:

   A. Radio and television programs.

   B. Reviews of past programs.

   C. Previews of future programs.

   D. Announcements of movies, plays, concerts and other cultural events.

   E. Advance information about various programs and performers.

IV. COMPARE the parts of the two newspapers. Which do you like best? Why?

V. COMPLETE one of the following activities:

   A. Attend a local cultural event of your own choosing and write a review of the program. Ask yourself the following questions as you are organizing and writing the article.

      1. What was the event?
      2. Who was involved?
      3. When did the event take place?
      4. Where did it happen?
      5. Why did you enjoy or not enjoy the program?
      6. How was the program received by the audience?
      7. How did the program effect you?

   B. Obtain some information about a program or some performers that are coming to your community and with this information, write a story for the class newspaper.

C. Write an announcement for a movie, play, concert, or some other cultural event.

VI. SHOW your completed work to your educational advisor.

VII. RETURN materials to their proper places.

Aug. '79 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 5. Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain the responsibilities of members of the newspaper staff in a short talk, a written report or a chart.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW and LISTEN to sound FS, Writing A Newspaper In the Classroom. The students will FIND information about seven newspaper staff members and COMPLETE one of two follow-up activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of members of the newspaper staff in a short talk, a written report or a chart.

I. LOCATE USBE Sound FS, The Newspaper Staff, #_____________.

II. TAKE the materials to a study area.

III. DISCUSS these questions with a small group of students before studying the sound FS.

   A. What do the following do for the newspaper:

      1. Editor?
      2. Reporter?
      3. Rewrite man?
      4. Photographer?
      5. Artist?
      6. Cartoonist?
      7. Newsboy?

   B. Which would you prefer to be? Why?

IV. VIEW and LISTEN to sound filmstrip to find additional information about members of the newspaper staff.

V. You may like to RESEARCH the card catalog to find more information about members of the newspaper staff.

VI. COMPLETE one of the following activities:

   A. Prepare a written or oral report on the role and responsibilities of any two members of the newspaper staff.

   B. Make a chart illustrating the role and responsibilities of any two members of the newspaper staff.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                5. Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.

CONCEPT: 1. Understanding the responsibilities of the newspaper editor will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VISIT the editor of a local newspaper. The student will first MAKE arrangements by telephone or letter and STATE the purpose of his visit, then MAKE the scheduled visit to obtain information. He will then COMPLETE one of three suggested follow-up activities.	I
2. VIEW MP, Story of a Newspaper Man and FIND answers to listed questions about the work of an editor. The student will then COMPLETE one of four suggested follow-up activities.	I
3. VIEW MP, Getting the News, and FIND answers to fill-in questions about the work of the editor and other staff members. The student will then COMPLETE one of three suggested follow-up activities.	I
4. VIEW MP, A Newspaper Serves Its Community, FIND answers to listed questions about newspaper reporters, and COMPLETE one of three suggested activities.	I
5. VIEW FS, Story of a Newspaper, FIND answers to questions about the newspaper editor, and COMPLETE one of three suggested activities.	I

Aug. '69 LS

		LEVEL
6.	VIEW FS, *Newspaper-Organizing A Staff*, FIND answers to listed questions about the newspaper editor, and COMPLETE one of three suggested activities.	I
50.	READ two suggested textbooks, FIND answers to questions about the dummy, and COMPLETE one of three suggested activities.	I
51.	READ story, *News for the Gazette*, for your own enjoyment and if asked to do so, TELL or DISCUSS it with others.	I
52.	VIEW FS, *Newspaper-Editing the Copy*, FIND answers to listed questions, and COMPLETE one of three suggested activities.	I

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

I. MAKE plans to visit the editor of a local newspaper.

II. WRITE a letter or MAKE a telephone call before you visit him.

  A. In this letter or telephone call, tell him what you want to see and know.

    1. What are some of the editor's duties and responsibilities?

    2. What are some of the materials and equipment that he works with?

    3. Who are some of the people he works with?

    4. When would be a good time to make the visit?

III. MAKE the visit at the scheduled time.

  A. Follow the plans or questions you mentioned on the telephone or in a letter.

  B. Show interest in what he says and does.

  C. Show appreciation for his time and effort.

IV. COMPLETE one of these assignments:

  A. Prepare a short oral or written report on the duties and responsibilities of an editor.

  B. Make a chart outlining the duties and responsibilities of an editor.

  C. Tell why you would or would not like to be an editor.

V. SHOW your completed work to a responsible adult.

VI. RETURN your materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.1-2

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

I. LOCATE Sterling Educational Films MP, *Story of a Newspaper Man*, #______________.

II. TAKE the MP to a viewing and study area.

III. DISCUSS these questions with a friend before viewing the MP.

   A. Should an editor publish the truth?

   B. Should he publish the faults of one man more than another?

   C. Do the ideas of a newspaper man have a lot of influence? Does this suggest that he needs to be very careful of what he prints? Why?

   D. Who are some of the people an editor works with?

   E. What are some of his duties and responsibilities?

   F. Does an editor encourage businesses to advertise? Why?

IV. VIEW the MP and LOOK for additional information to the above questions.

V. You may want to put some answers or other information from this MP in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities.

   A. Prepare an oral or written report telling why you would or would not like to be an editor.

   B. Prepare an oral or written report on the duties and responsibilities of an editor.

   C. Make a chart that outlines the duties and responsibilities of an editor.

   D. Make one or more pictures of the editor, his work, the people he works with and directs, or the materials and equipment he uses.

Aug. '69 LS

VII. **SHOW** your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

I. LOCATE EB MP, Getting the News, #________.

II. TAKE the MP to a viewing area.

III. VIEW the MP.

IV. DECIDE which of the following are the duties or responsibilities of an editor, reporter, rewrite man, photographer. PLACE the name of the correct person on the line.

A. __________ He decides where a reporter will go for news.

B. __________ He decides how much of a story will be included in the newspaper.

C. __________ He gathers the news.

D. __________ He usually writes the news.

E. __________ He gets the news by telephone and then rewrites it.

F. __________ He decides how important a news item is.

G. __________ He decides where the photographers will go to take pictures.

H. __________ He decides what will be placed on the first page.

I. __________ He takes pictures that are used with the news story.

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE the answers in your Newspaper Discovery Journal.

VII. COMPLETE one of these assignments:

A. Write a few sentences telling why you would or wouldn't want to be an editor.

88

B. Prepare a short talk or written report on the work and responsibilities of a newspaper editor.

C. Make a chart showing the work and responsibilities of an editor.

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

I. LOCATE the following items:

A. Film Associates of California MP, A Newspaper Serves Its Community, #________________.

B. Press Time, Julian Adams and Kenneth Stratten, pp. 400-401.

C. An 'N' encyclopedia containing a section on newspapers.

II. RESEARCH the books for answers to these questions.

A. What are the duties of an editor(s)?

B. Do large newspapers usually have more than one editor?

III. READ these questions before viewing the MP.

A. What assignment does the editor give to the reporter?

B. What assignment does the editor give to the photographer?

C. What does the editor do when the complete story and photograph are brought to his desk?

D. What does the makeup editor do?

IV. VIEW the MP and LOOK for answers to the above questions.

V. ANSWER the above questions to a friend or a responsible adult. You may want to include some of this information in your Newspaper Discovery Journal.

VI. Complete one of these activities.

A. Prepare a short talk on the responsibilities of a newspaper editor(s).

B. Write a report on the work and responsibilities of a newspaper editor(s).

C. Make a chart listing some of the most important responsibilities of an editor(s).

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place. Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.1-5

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report or a chart.

I. LOCATE New York Times FS, Story of a Newspaper, #_________ and the discussion manual with the same title.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

A. What is the editor's role or responsibility in the following situations?

1. In the selection of news.
2. In the making of the "dummy" or arrangement of the news.
3. In making assignments to reporters, photographers and other staff members.
4. In making the headlines.

IV. VIEW the FS and LOOK for answers to the above questions. (Note: frames # 14, 15, 24, 43, 44 and 45 will be most helpful to you.)

V. ANSWER the above questions on paper and PLACE them in your Newspaper Discovery Journal if you desire.

VI. SELECT one of the following assignments to complete and SHOW your completed work to a responsible adult.

A. Prepare a short talk on the duties and responsibilities of a newspaper editor(s) and give this in a small or large group as directed by a responsible adult.

B. Write a short report on the duties and responsibilities of an editor(s) and place it on the bulletin board for others to share.

C. Make a chart showing the duties and responsibilities of an editor(s) and then display your chart on the bulletin board.

VII. RETURN materials to their proper places. Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper editor(s) in a short talk, a written report, or a chart.

I. LOCATE the Jam Handy FS, Newspaper - Organizing A Staff #________________.

II. TAKE it to a viewing area.

III. READ these questions before viewing the filmstrip.

A. What is the main responsibility of an editor-in-chief?

B. List four things the editor-in-chief must be able to do or characteristics he must have to be successful.

C. How may the duties of an editor on a daily paper differ from the duties of an editor on a weekly paper?

D. Describe two ways a school editor might discover student writing talent.

E. What is an assignment sheet and how does it help an editor?

F. What is a by-line?

G. What are some methods that might be used for distributing a school newspaper?

H. What determines the use of ads in a school newspaper?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the above questions to a friend or a responsible adult.

A. You may want to include some of this information in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

A. Prepare a short talk on the responsibilities of a newpaper editor(s).

B. Write a report on the work and responsibilities of a newspaper editor(s).

Aug. '69 LS

C. Make a chart listing some of the most important responsibilities of an editor$_{(s)}$.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN all materials to their proper place.

Newspapers

BEHAVIORAL OBJECTIVE: Show that you understand what a dummy is by preparing one that might be used for your class newspaper or by preparing a written or oral report about dummies which are often called layouts or makeups.

I. LOCATE the following books:

  A. Textbook, Experiences in Journalism, by Mulligan and D'Amelio pp. 345-348.

  B. Textbook, Press Time, by Adams and Stratton, pp. 302-328.

II. TAKE the books to a study area.

III. FIND answers to the following questions:

  A. What is a dummy or makeup?

  B. How does it help the editor or newspaper people?

  C. What are some things that an editor does as he makes the dummy or makeup so that he will have a better and more interesting newspaper?

  D. Where is the most important story located? Why?

IV. DISCUSS your answers with a friend or a responsible adult.

V. You may want to INCLUDE some of the information that you have found in your Newspaper Discovery Journal.

VI. COMPLETE one of the following activities:

  A. Make at least two dummies or makeups for your class newspaper. Compare the two. Which is better? Would some other arrangement be better?

  B. Prepare a written or oral report on dummies or makeups.

  C. Make a chart telling briefly what a chart is and stating its purposes. Place a dummy on the chart.

VII. SHOW your completed work to a responsible adult and/or the newspaper editor if you made a dummy for the class newspaper.

VIII. RETURN materials to their proper places. Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Read a story about a young newspaper apprentice who has a desire to become an editor some day.

I. LOCATE textbook, "The New People and Progress", William S. Gray, Marion Monroe, A. Sterl Artley and May Hill Arbuthnot.

II. GO to a reading area and READ the story, "News for the Gazette," starting on page 94 in the book.

III. READ the story for your own enjoyment.

IV. TELL a responsible adult that you have read the book and, if he wants you to tell the story to others, do so.

V. RETURN the book to its proper place.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.1-52

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what editing the copy of a newspaper includes by acting as a copyreader or proofreader for your class or school newspaper, or by preparing a written or oral report about "editing the copy."

I. LOCATE the Jam Handy FS, Newspaper-Editing the Copy, #_______________.

II. TAKE it to a viewing area.

III. READ these questions before viewing the FS.

   A. What must editors consider in planning the kind of paper your school must have?

   B. What are some of an editor's duties in setting up the mechanics of editing copy?

   C. What skills would be of help to a person interested in becoming a copyreader?

   D. What are some important aspects of a proofreader's job? How does it differ from that of the copyreader?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the questions orally with a friend or educational advisor or in writing.

   A. You may want to include some of the information that you have found in your Newspaper Discovery Journal.

VI. COMPLETE one of the following activities:

   A. Act as a copyreader for your class or school newspaper.

      1. Go over your work with the school newspaper editor for suggestions for improvement.

   B. Act as proofreader for your class or school newspaper.

      1. Go over some of your work with the school newspaper editor for suggestions for improvement.

Aug. '69 LS

C. PREPARE a written or oral report about "editing the copy".

VII. SHOW your completed work to a responsible adult.

VIII. RETURN all materials to their proper place.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.5.2

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                5. Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.

CONCEPT: 2. Understanding the responsibilities of the reporter will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. INVITE a news reporter to come to the school by telephone or in a letter. The student will GIVE the reporter some topics to discuss for his visit, LISTEN to his discussion when he does come, and then COMPLETE one of four suggested follow-up activities.	I
2. VIEW MP, A Newspaper Serves Its Community and READ listed text. The student will FIND answers to listed questions about newspaper reporters and then PLAY the role of a news reporter by obtaining information and writing a news story.	I
3. VIEW MP, Getting the News. The student will then FIND answers to fill in questions about news reporters and other staff members, and COMPLETE one of four suggested follow-up activities.	I
4. VIEW FS, Newswriting 2. News Story Structure. The student will FIND answers to listed questions about newspaper reporters and then PLAY the role of a newspaper reporter and write a news story.	I
5. VIEW FS, Communications: The Newspaper. The student will FIND answers to listed questions	

about newspaper reporters and then COMPLETE one of four suggested follow-up activities. I

6. VIEW FS, Story of a Newspaper. FIND answers to listed questions about newspaper reporters and then COMPLETE one of three suggested follow-up activities. I

7. VIEW FS, Newspaper-Covering the News. FIND answers to listed questions about covering the news and then COMPLETE one of three suggested follow-up activities. I

8. READ book, This Is A Newspaper. Find answers to listed questions and then COMPLETE one of three suggested follow-up activities. P

9. READ book, You Visit A Newspaper Television Station. FIND answers to listed questions about newspaper reporters and other staff members and then COMPLETE one of two suggested follow-up activities. P

50. RESEARCH at least two of five suggested books about the way a reporter conducts an interview. Following learned guidelines for conducting an interview, the reporter will CONDUCT an interview and then WRITE a news story. I

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. MAKE plans to invite a news reporter to come to your school and talk to the class or a smaller group who are interested in the work of a reporter.

  A. This person may be a reporter for a local newspaper or for a large newspaper near you.

  B. Some reporters gather news for more than one newspaper.

II. BE sure to check with your educational advisor as you make plans for time and place arrangements.

III. USE the yellow pages in a telephone directory to find the names, addresses or telephone numbers of newspapers.

IV. INVITE this person to come in one of two ways:

  A. Write a friendly letter to the newspaper, but ask that the letter be given to a newspaper reporter.

    1. In this letter mention some of the things you would like to know.

      a. What are their responsibilities?

      b. Who gives him his responsibilities?

      c. Must his work be accurate? Why?

      d. Who are some of the people he works with?

      e. What are some of the materials that he works with?

      f. What are the characteristics of a good news story?

    2. Suggest the time and place for the visit.

    3. Thank him for reading and considering your letter.

-or-

  B. Make a personal telephone call to a newspaper and ask for permission to speak to a newspaper reporter.

1. When he comes to the phone, quickly and politely give him your message.
2. Ask him when he might come and speak to your group about newspaper reporting.
3. Suggest two or three things that he might discuss or show.
    a. Who does he work with?
    b. What are the materials he uses in his work?
    c. What are the characteristics of a good news story?

V. When he comes to the school, LISTEN carefully to what he says and does. SHOW interest in his work. ASK questions that apply to his work and your needs only.

VI. When he gets ready to leave, EXPRESS appreciation for his visit and his time.

VII. COMPLETE one of these assignments:

- A. Prepare a short talk and a written report on the responsibilities of a newspaper reporter.
- B. Write a news story.
- C. Make a chart outlining the duties of a newspaper reporter.
- D. Prepare a short written or oral report telling why you would or wouldn't want to be a reporter.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor, if you wrote a news story.

IX. RETURN materials to their proper place.

Newspapers

BEHAVIORAL OBJECTIVE: **Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.**

I. LOCATE Film Associates of California MP, A Newspaper Serves Its Community #____________________.

II. READ these questions before viewing the MP.

  A. Who gives a reporter his assignment?

  B. What is a reporter's most important job?

  C. Why does he take notes?

  D. What does a reporter put in the first few sentences of his story?

III. VIEW the MP and LOOK for answers to the above questions.

IV. ANSWER the above questions and DISCUSS them with a friend or a responsible adult. You may want to include this information in your Newspaper Discovery Journal.

V. READ at least one of the following classroom text articles about a reporter's work and role.

  A. Ginn Elementary English #5, Ginn and Co., pp. 237-241.

  B. Language For Daily Use #5, Harcourt, Brace and World Inc., pp. 138-140.

  C. The New Building Better English #6, Harper and Row, pp. 208-219.

VI. PLAY the role of an editor and WRITE a news story.

  A. Find a topic to write about.

  B. Conduct an interview following the suggestions in the above books.

  C. Obtain information for the lead or first sentences in your news story. (This will include answers to the following questions: who, what, where, why and when.)

Aug. '69 LS

D. Add other interesting details.

E. Write your news story at least two times.

F. Give the best one to the class newspaper editor.

VII. RETURN all materials to their proper places.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.2-8

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does

I. LOCATE EB MP, Getting the News, #__________.

II. TAKE the MP to a viewing area.

III. VIEW the MP.

IV. DECIDE which of the following are the duties of a reporter, editor, rewrite man, or photographer.

A. ____________ He often goes with the reporter.

B. ____________ He decides where a reporter will go for news.

C. ____________ He decides what is the important news and what will go on the first page.

D. ____________ He decides how much of the story or collected information will go on the first page.

E. ____________ He gathers or gets the news.

F. ____________ He usually writes the news.

G. ____________ He gets the news story by telephone and rewrites it into a finished form.

H. ____________ He decides where the photographers will go for pictures.

I. ____________ He has special assigned places or "beats" to go to for information. For example, he may be assigned to get daily news from hospitals or police offices.

J. ____________ He takes pictures that are used with the news story.

V. DISCUSS your decisions with a friend or a responsible adult.

VI. You may want to include some of the information from the MP in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities. Aug. '69 LS

A. Prepare a short talk or a written report on the responsibilities of a newspaper editor.

B. Prepare a short talk or oral report telling why you would or would not like to be a reporter.

C. Play the role of a reporter. First, get accurate and interesting news in a thoughtful and appropriate manner. For more information on conducting a proper interview, refer to Communications Student Guide 1.1.2.2.4.2-50. Write the news story. For information on writing the news story, refer to Communications Student Guide 1.1.2.2.3-1

D. Make a chart outlining the duties of a newspaper reporter.

VIII. SHOW your completed work to a responsible adult.

Aug. '69 LS

STUDENT GUIDE SHEET **COMMUNICATION 1.1.2.2.5.2-4**

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE Filmstrip House FS, Newswriting 2. News Story Structure, #__________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

A. As a reporter gathers facts, what are the five W's he considers.

1.________________.

2.________________.

3.________________.

4.________________.

5.________________.

B. What is the lead?

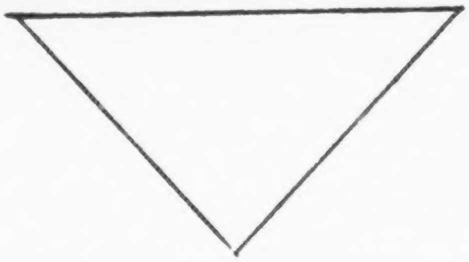
C. Is an understanding of the lead important to the reporter?

D. How will he present facts?

E. What kinds of words will he use?

F. Will he write objectively (as things really are and happen) or subjectively (as he feels or thinks about an event or person)?

G. What does this triangle mean to a reporter?



H. Is the news story written objectively or subjectively?

I. Are editorials written objectively or subjectively?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the questions and DISCUSS them with a friend or a responsible adult.

VI. LOCATE at least two different news articles and see if the reporter has done these four things.

  A. Did he summarize the important facts in the first few lines?

  B. Did he present facts in order of importance?

  C. Did he use words that people understand?

  D. Did he write objectively or subjectively?

VII. DISCUSS your findings in part VI with a responsible adult.

VIII. INCLUDE some of the good information that you found in the FS in your Newspaper Discovery Journal.

IX. PLAY the role of a reporter. Write a news article that could be included in your weekly newspaper.

  A. Here are some things you may wish to write on, but you may choose your own topic.

    1. One of your school rules.

    2. A basketball game or swimming event.

    3. An art display near your school.

    4. A science project in your class.

  B. Collect the facts.

  C. Include the five W's in the lead or first few lines.

  D. Present the facts in order of importance.

  E. Use words that people understand.

X. TURN your article in to the editor.

XI. MAKE suggested corrections.

XII. TURN your completed article in to the class editor.

XIII. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.2-5

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE McGraw Hill FS, Communications: The Newspaper, #__________________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

   A. What do reporters write about?

   B. Who often goes with a reporter for news?

   C. What is news?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult.

VI. COMPLETE one of these activities.

   A. Draw a picture of a reporter getting some news.

   B. Write a short story telling what a reporter does.

   C. Prepare a short talk about newspaper reporters and their work.

   D. Play like you are a news reporter.

      1. Think of an interesting thing to write about.

      2. Get some information.

      3. Write a short news story about it.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN your materials to their proper place.

Aug. '69 LS

STUDENT GUIDE SHEET **COMMUNICATION 1.1.2.2.5.2-3**

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE New York Times FS, Story of a Newspaper, #_________ and the discussion manual with the same title.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

   A. Where do reporters go for news?

   B. Do some reporters have special "beats?"

   C. Why is it necessary for some reporters to have special knowledge?

   D. What are five questions that start with "W" that a reporter must consider as he gathers his news?

   E. What is the work of a foreign correspondent?

IV. VIEW the FS and LOOK for answers to the above questions. (Note: frames #16-21 will be most helpful to you.)

V. ANSWER the above questions on paper and PLACE them in your Newspaper Discovery Journal if you desire.

VI. SELECT one of the following assignments to complete and SHOW this completed work to a responsible adult.

   A. Prepare a short talk on the responsibilities of a reporter and give this in a small or large group as directed by a responsible adult.

   B. Write a short report on the responsibilities of a reporter and place it on the bulletin board for others to read.

   C. Make a chart showing the responsibilities of a reporter and then display it on the bulletin board.

VII. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE the Jam Handy FS, Newspaper-Covering the News, #__________.

II. TAKE it to a viewing area.

III. READ these questions before viewing the filmstrip.

   A. What are news beats?

   B. What is the advantage to the reporter of being assigned regularly to the same beat?

   C. List at least five sources for news for a school or class newspaper.

   D. What are five questions that start with "W" that a reporter must consider as he gathers news?

   E. What things should be done by a reporter before an interview?

   F. What things should be done by a reporter after an interview?

   G. Where should the five "w"s be answered in the news article? Why?

   H. What kinds of words should a reporter use?

   I. What is the "Golden Rule" in reporting?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER and DISCUSS the questions with a friend or a responsible adult.

   A. Write a short report telling what a reporter does.

   B. Prepare a short talk about newspaper reporters and covering the news.

   C. Be a news reporter.

Aug. '69 LS

1. Think of an interesting news item to write about.
2. Get some information about it.
3. Write a short news story about it.

VII. SHOW your completed work to a responsible adult and ARRANGE to share it with a small group or class.

VIII. RETURN your materials to their proper places.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE book, This Is A Newspaper, by Lawrence H. Feigebaum and Kalman Seigel, Follett Publishing Co., Chicago - New York, 1965.

II. FIND answers to these questions as you read the book.

   A. News stories are gathered by people called _______________.

   B. What are some of the things a reporter might write about?

   C. Why do large newspapers have reporters in foreign countries?

   D. Who sends the reporter to the place he is to get news?

   E. Who is sometimes sent with the reporter?

   F. Where are some places they might be sent?

   G. What is a rewrite man?

III. DISCUSS your answers to the above questions with a friend or a responsible adult.

IV. COMPLETE one of these assignments:

   A. Prepare a short talk or a written report on the work and duties of a newspaper reporter.

   B. Draw a picture of a reporter or something that he may be writing about.

   C. Make a chart showing the work of a reporter.

V. SHOW your completed work to a responsible adult.

VI. RETURN materials to their proper place when you have completed using them.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper reporter in a short talk, a written report or a chart, or do some of the work a reporter does.

I. LOCATE book, You Visit A Newspaper Television Station, by Leonard Meshover.

II. TAKE the book to a study area.

III. READ the book and FIND answers to the following questions.

  A. Who are newspaper reporters?

  B. How does a teletype machine help a newspaper?

  C. What does the copy reader do to the story that the reporter has written?

  D. Is the newspaper library like or unlike the school library?

IV. DISCUSS your answers with a friend or a responsible adult.

V. COMPLETE one of these assignments.

  A. Draw a picture of a reporter and add a sentence at the top of the picture telling what a reporter does.

  B. Write a short story telling what a reporter does and how he gets news.

VI. SHOW your finished work to a responsible adult.

VII. RETURN materials to their proper places.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.5.2-50

Newspaper

BEHAVIORAL OBJECTIVE: To learn how a reporter conducts a news interview.

I. LOCATE at least two of the following books:

- A. *Ginn Elementary English, #5*, Ginn and Co., pp. 237-241.
- B. *Language for Daily Use, #5*, Harcourt, Brace and World Inc., pp. 138-140.
- C. *The New Building Better English #6*, Harper and Row Pub., pp. 208-219.
- D. *Press Time*, Julian Adams and Kenneth Stratton, pp. 47-49.
- E. *Experiences in Journalism*, John Mulligan and Dan D'Amelio, pp. 35-48.

II. Read at least two of the suggested books and find answers to the following questions:

- A. What traits does a good reporter have?
- B. Where does a reporter go for news?
- C. What are the five W's that he answers in the lead?
- D. What things should be done before the interview?
- E. How does he conduct the actual interview?
- F. What does he do after the interview?

III. PREPARE for an interview.

- A. What topic will you write about?
- B. Who would be a good person to interview for information on your chosen topic?
- C. What information do you need to know about this topic before conducting the interview?
- D. Do you have some good questions in mind?
- E. Have you phoned and arranged beforehand for an interview?
- F. Are you clean and appropriately dressed?

IV. CONDUCT the interview.

Aug. '69 LS

- A. Be friendly and polite.
- B. Tell him what you need to know.
- C. Write down the information clearly.
- D. Check your notes for accuracy.
- E. Thank him for his time and information.

V. WRITE your news story following the suggestions in the book.

- A. Write the lead for your story containing the most important facts.
- B. Add necessary and interesting details.
- C. Write your story at least twice.
- D. Which story is more interesting and clear?
- E. Are all the facts and details accurate?
- F. Give your completed copy to the class newspaper.

VI. RETURN materials to their proper places.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility: also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.
    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.
        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.
            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.
                5. Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.

CONCEPT: 3. Understanding the responsibilities of a rewrite man will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper rewrite man in a short talk, a written report, a chart, or by taking facts from another person and writing a news story.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. READ suggested books, FIND answers to listed questions about the rewrite man, and COMPLETE one of three suggested activities.	I

Newspaper

BEHAVIORAL OBJECTIVE: Explain the responsibilities of a newspaper rewrite man in a short talk, a written report, a chart, or by taking facts from another person and writing a news story.

I. LOCATE these books:

  A. Our Wonderful World, Vol. 7, pp. 84-85.
  (Also study the reporter's notes and the rewrite man's notes on the bottom of these pages.)

  2. The New Book of Knowledge, Vol. 13, p. 202.

  3. The World Book, Vol. 14, p. 300.

II. TAKE the books to a study area.

III. FIND answers to these questions.

  A. What does a rewrite man do?

  B. How does he work with the "leg man?"

  C. Which of the following would a rewrite man do?

    1. He would get the facts himself and then write the news story.

    2. He would get the facts from a reporter or "leg man" and then write the news story.

  D. What does he often have to do with the major news story?

IV. DISCUSS your answers with a friend or a responsible adult.

V. You may want to INCLUDE your answers in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

  A. Work with a friend and write a news story. One of you could play the role of a reporter or "leg man," obtain the facts for a news story, and list them briefly but accurately. The other one could play the role of a rewrite man, take the facts, and write the news story.

Aug. '69 LS

B. Make a chart showing how a rewrite man works with a reporter or a "leg man."

VII. SHOW Your completed work to a responsible adult or the class newspaper editor if you wrote a news article.

VIII. RETURN Materials to their proper place.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the student's imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            5. Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.

CONCEPT: 4. Understanding the responsibilities of a photographer will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper photographer in a short talk, a written report or a chart.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. INVITE a photographer to the classroom to tell about his work or VISIT a photographer at a newspaper building. The student will PREPARE questions for the photographer to study before the visit. During the visit the student will OBTAIN answers to their questions. The student will then COMPLETE one of two suggested follow-up activities.	I
2. RESEARCH the card catalog to find books and other materials with information about newspaper photographers. The student will FIND answers to suggested questions about photographers and then COMPLETE one of two suggested follow-up activities.	J

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper photographer in a short talk, a written report or a chart.

I. INVITE a photographer to visit the class or a small group.

  A. First, get the approval of your educational advisor and tell him or her about your plans.

  B. Send a friendly letter to a local newspaper photographer and ask him to visit your class or a small group of interested persons.

    1. Tell him of your interest in newspapers.

    2. Tell him what times would be best for him to make a visit.

    3. Suggest that he bring items that are used or made by a photographer or art department.

    4. Be sure to show appreciation for any time or help he may give you.

  C. When he gets there, have him tell you about his work and have some questions prepared to ask him.

    1. Who gives him his assignments.

    2. What kinds and types of equipment are used?

    3. What steps are taken in getting and developing a picture for the newspaper?

    4. Why do a reporter and a photographer work together.

  D. When he leaves, tell him thanks for his time and help.

-or-

II. VISIT a photographer at a newspaper building.

  A. Make prior arrangement for the visit by phone or by letter. Be sure to tell him of your interest in newspapers and a photographer's work.

  B. Visit the photographer at his office.

C. When you get there, have him tell you about his work and have some questions prepared to ask him.

   1. Who gives him his assignments?
   2. What kinds and types of equipment are used?
   3. What steps are taken in getting and developing a picture for the newspaper?
   4. Why do a reporter and a photographer work together?

D. When you leave, tell him thanks for his time and help.

III. You may want to INCLUDE some of this information in your *Newspaper Discovery Journal*.

IV. COMPLETE one of these assignments.

   A. Prepare an oral or written report on the duties and responsibilities of a newspaper photographer.

   B. Make a chart with sentences that name the duties and responsibilities of a photographer.

V. SHOW your completed work to a responsible adult.

VI. RETURN your materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Explain the duties and responsibilities of a newspaper photographer in a short talk, a written report or a chart.

I. RESEARCH the card catalog to find books and other materials with information about photographers.

II. TAKE your materials to a study area.

III. FIND answers to these questions:

  A. What does a photographer do for the newspaper?

  B. Who gives him his assignments?

  C. Who are some of the other people on the staff that work with him?

  D. What are some of the things that he uses in his work?

IV. DISCUSS your answers with a friend or a responsible adult.

V. You may want to INCLUDE some of the information you have found in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

  A. Prepare an oral or written report on the duties and responsibilities of a newspaper photographer.

  B. Make a chart with some sketches of a photographer doing his work and a few sentences that tell about his work.

VII. SHOW your completed work to a responsible adult.

VIII. RETURN materials to their proper place.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.6

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 6. Understanding the different ways that newspapers obtain news will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of at least one way newspapers obtain news by completing one of the suggested follow-up activities.

BASIC LEARNING EXPERIENCE:	LEVEL
1. VIEW MP, Today's News Today. The student will FIND answers to questions about the different ways newspapers obtain news, and then COMPLETE one of four suggested follow-up activities.	I
2. FORM a small group for discussing and finding ways that newspapers obtain news and READ pamphlet, What Everyone Should Know About Journalism, then COMPLETE one of three suggested follow-up activities.	I-J

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.6-1

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of at least one way newspapers obtain news by completing one of the suggested follow-up activities.

I. LOCATE Deseret News MP, Today's News Today, #_________.

II. READ these questions before viewing the MP.

   A. How do reporters obtain news?

   B. Where do they go for news?

   C. How do photographers help in obtaining the news?

   D. What is the Associated Press (AP)? The United Press International (UPI)?

   E. How do they help newspapers obtain news?

   F. How do teletype and facsimile machines help to obtain news?

III. VIEW the MP and LOOK for answers to the above questions.

IV. ANSWER the above questions and DISCUSS them with a friend or a responsible adult. You may want to include this information in your Newspaper Discovery Journal.

V. COMPLETE one of the following activities:

   A. Research the encyclopedias and card catalog to find information about news services. Write a written report or prepare a short talk on the following news services: United Press International, Associated Press International and Reuters.

   B. Research the encyclopedias and card catalogs to find information about how the reporter gathers news and then PREPARE a short oral or written report about newspaper reporters.

   C. Make a picture or a chart showing the teletype and facsimile machines. Add to this some large printed phrases or sentences telling how they help newspapers.

   D. Play the role of a reporter and obtain some news on a topic that might be included in your school newspaper, then write a news story. Give your news story to the school newspaper editor.

VI. SHOW your completed work to a responsible adult or the newspaper editor.

VII. RETURN all materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.6-2

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of at least one way newspapers obtain news by completing one of the suggested follow-up activities.

I. LOCATE Channing L. Bete Co. pamphlet, "What Everyone Should Know About Journalism.

II. TAKE the pamphlet to a study area.

III. FORM a small group of about three students with your teachers permission.

IV. DISCUSS and WRITE down ways newspapers obtain news before you STUDY the book.

V. VISIT a newspaper building to FIND ways that they obtain news if a newspaper building is close.

VI READ page 6 in the above pamphlet to FIND three ways that newspapers obtain news.

VII. COMPLETE one of the following suggested activities.

   A. Make a chart using your own ideas to tell about the ways newspapers obtain news.

   B. Write a news story telling how newspapers obtain news. For more information on writing a news story refer to Student Guide Communications #1.1.2.2.7-1.

   C. Prepare a little skit or play showing the different ways that news could be obtained.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor.

IX. RETURN materials to their proper places.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.7

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain or show the parts and characteristics of a news story in a written report, on a chart or by writing a news story.

BASIC LEARNING EXPERIENCES:

		LEVEL
1.	VIEW FS, The News Story and the Feature Story, and STUDY other suggested materials. The student will FIND definitions and examples of the parts of a news story and then COMPLETE one of two suggested follow-up activities.	I
50.	TALK to a reporter about major news stories, STUDY major news stories from newspapers and COMPLETE one of three suggested follow-up activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain or show the parts and characteristics of a news story in a written report, on a chart or by writing a news story.

I. LOCATE the following Sound FS, picture and as many books as you choose.

A. USBE Sound FS, The News Story and the Feature Story, #________.

B. USBE picture, The News Story, #________.

C. Textbook, The New Building Better English, #6 by Bracken, Moscrip and Rehder, pp. 208-210.

D. Textbook, Our Language Today, #5 by Conlin and Fillmer, pp. 101-106.

E. Textbook, Experiences In Journalism by Mulligan and D'Amelio, pp. 67-102.

F. Textbook, Press Time, by Adams and Stratton, pp. 90-109.

II. TAKE the materials to a study area.

III. READ this section before studying the materials.

A. Find definitions for these news story parts:

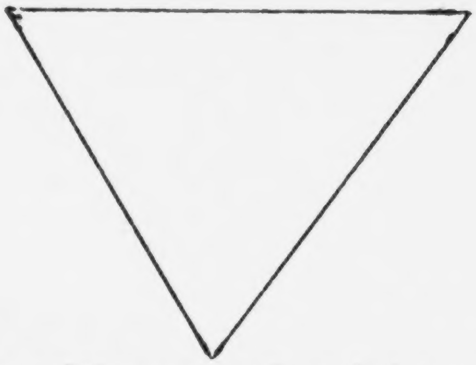
1. Head or headline.
2. Subtitle or deck.
3. Byline.
4. Dateline.
5. Lead.
6. Body.
7. Subhead.
8. Picture or illustration.
9. Underline or caption.

B. Find answers to these questions:

1. How are the head or headline, the lead and the body of

the news story alike?

2. What does this inverted pyramid tell you about the news story?



3. What is done with personal opinions in the news story?
4. What is said and written about accuracy in the news story?

IV. STUDY the materials preferably in this order:
   - A. The sound filmstrip.
   - B. The picture.
   - C. As many books as you need to study.

V. ANSWER the questions in part III.

VI. DISCUSS your answers with a friend or a responsible adult.

VII. You may want to INCLUDE some of your information in your Newspaper Discovery Journal.

VIII. COMPLETE one of these activities:
   - A. Write a news story on a topic of your own choosing. Remember to use the information you have learned.
   - B. Make or prepare a chart, a written report, or an oral report using the following and other information you may want to include:
     1. The parts and characteristics of a news story.
     2. The inverted pyramid.
     3. The three tellings of the news story in the:
        a. Head or headline.
        b. Head.
        c. Body.

IX. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote a news article.

X. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Demonstrate knowledge of the importance and structure of the major news stories by locating some, describing some in written or oral reports or writing one for the class newspaper.

I. WRITE a letter to a reporter of a local newspaper and ARRANGE to talk to him about major news stories. Be sure you have discussed this with your educational advisor.

  A. Suggest a place where you may meet, possibly at your school or at the newspaper office.

  B. Tell him the information that you want such as the following:

    1. What is a major news story?

    2. How does the newspaper decide which story will be used as the major news story?

    3. Who is responsible for writing or getting the major news story?

    4. Where is the major news story located?

    5. Other questions that will give you the information you need to know.

  C. Express appreciation for any help or time that he may give you.

II. INTERVIEW the reporter at the pre-arranged place in a prompt and friendly manner. You may wish to record your interview on tape to share with others.

  A. Tell him about your interest and activities in a newspaper.

  B. Discuss the questions that you mention in your letter.

  C. Again express appreciation for the time and help he gives to you.

III. OBTAIN at least two different newspapers with different nameplates but the same date.

  A. Circle or cut out the major news stories.

B. Is the major news story the same in both papers? Do this for several days and make a comparison.

  1. Are some topics of greater or less concern to some newspapers than others? Why do you think this may happen?

  2. Are some news stories written in a more interesting and meaningful way than others? What do you think makes them more interesting and meaningful?

C. Consider other things in these major news stories that were discussed by the reporter.

IV. COMPLETE one of the following activities.

A. Locate and circle some major news stories for one week in at least two newspapers, then prepare a short oral or written report on what you notice .

B. Describe major news stories in an oral or written report and include some of the information that you got from the news reporter.

C. Write a major news story on some important change or event for your class newspaper. (Note. Listening to radio and television news reports and reading the public newspapers will give you much good information on a subject). Remember the information that the news reporter gave you.

V. SHOW your completed work to the class newspaper editor or your educational advisor.

VI. MAKE needed changes if suggested.

VII. RETURN materials to their proper place.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.7.1

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills ofliistening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 1. Understanding the use and location of the head or headline in a news story will help the student produce a news story.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a head or headline by writing one for a news story or by telling about them in an oral or written report.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW and LISTEN to sound FS, The News Story and the Feature Story, and STUDY other suggested materials. The student will FIND answers to listed questions about the head or headline and then COMPLETE one of two suggested follow-up activities.	I
2. READ in the pamphlet, Your Newspaper: An Exciting World at Your Fingertips from the packet, The Newspaper in the Classroom, Teaching Aids for Elementary Schools and other suggested books to find answers to listed questions about a head or headline. COMPLETE one of two suggested activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a head or headline by writing one for a news story or by telling about them in an oral or written report.

I. LOCATE these items:

A. USBE Sound FS, The News Story and the Feature Story. # ....

B. USBE picture, The News Story.

C. Textbook, Press Time, by Adams and Stratton, pp. 279-299.

D. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 261-289.

E. Textbook, Our Language Today, #5, by Conlin and Fillmer, pp. 99-101.

II. TAKE all or as many of these materials to a study area as you can.

III. LISTEN to and VIEW the section of the sound filmstrip on the news story starting with frame number 1 and going to frame number 22.

IV. STUDY the books and picture to find the answers to these questions.

A. What is a head or headline?

B. Is it long or short?

C. Does it contain action words or verbs?

D. Why can the headline be described as the story in capsule form?

E. What are some good and bad examples of headlines contained in these books?

F. What makes a good headline?

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE some of the information you found in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities:

A. Write a news story on a topic of your own choosing with a good headline.

B. Prepare a short oral or written report telling what a good headline is.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor, if you wrote a news story.

IX. RETURN materials to their proper place.

STUDENT GUIDE SHEET

COMMUNICATION 1.1.2.2.7.1-2

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a head or headline by writing one for a news story or by telling about them in an oral or written report.

I. LOCATE these items:

   A. Pamphlet, Your Newspaper: An Exciting World At Your Fingertips, p. 9, from the packet, The Newspaper in the Classroom, Teaching Aids for Elementary Schools, Copley Newspapers, # __________.

   B. Textbook, Press Time, by Adams and Stratton, pp. 279-299.

   C. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 261-289.

   D. Textbook, Our Language Today, #5, by Conlin and Fillmer, pp. 99-101.

II. TAKE them to a study area.

III. READ in the pamphlet and the various books to find answers to these questions:

   A. What is a head or headline?

   B. Is it long or short?

   C. Explain the two jobs a headline should do.

   D. Does it contain action words or verbs?

   E. Why can the headline be described as the story in capsule form?

   F. What are some good and bad examples of headlines contained in these reading materials?

   G. What makes a good headline?

IV. DISCUSS your answers with a friend or a responsible adult.

Aug. '69 **NA**

A. You may want to include some of this information in your Newspaper Discovery Journal.

V. COMPLETE one of these activities:

A. Write a news story on a topic of your own choosing with a good headline.

B. Prepare a short oral or written report telling what a good headline is.

VI. SHOW your completed work to a responsible adult or the class newspaper editor, if you wrote a news story.

VII. RETURN all materials to their proper place.

Aug. '69 **NA**

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural cuirosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 2. Understanding the use and location of the deck or subtitle in a news story will help the child produce a news story.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a deck or subtitle by writing one for a news story or by telling about them in an oral or written report.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW and LISTEN to sound FS, The News Story and the Feature Story and other suggested materials. The student will FIND answers to questions about the deck or subtitle and then COMPLETE one of two suggested follow-up activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a deck or subtitle by writing one for a news story or by telling about them in an oral or written report.

I. LOCATE these items:

A. USBE Sound FS, The News Story and the Feature Story, # ________.

B. USBE picture, The News Story.

C. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, p. 279.

D. Textbook, Press Time, by Adams and Stratton, pp. 293-295.

II. TAKE these materials to a study area.

III. LISTEN to and VIEW the section of the sound filmstrip on the news story starting with frame number **1** and going to frame number **22**.

IV. STUDY the books and picture to FIND answers to these questions.

A. What is a deck or subtitle?

B. Does it contain complete thoughts or sentences?

C. Why is a deck often used with a banner story?

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE some of the information you found in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities:

A. Write a banner news story with two decks on a subject of your own choosing.

B. Prepare a short oral or written report on the decks of a news story.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote a news story.

IX. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 3. Understanding the use and location of the byline in a news story will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a byline in a news story by completing one of the suggested activities.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW and LISTEN to sound FS, The News Story and the Feature Story and STUDY other listed materials to FIND answers to questions about the byline. The student will then COMPLETE one of three suggested follow-up activities.	I

140

STUDENT GUIDE SHEET   COMMUNICATIONS 1.1.2.2.7.3-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a byline in a news story by completing one of the suggested activities.

I. LOCATE the following items:

   A. USBE Sound FS, The News Story and the Feature Story #

   B. USBE picture, The News Story.

   C. Textbook, Press Time, by Adams and Stratton, p. 2, 5, 462.

   D. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 2, 405.

II. TAKE the materials to a study area.

III. LISTEN to and VIEW the section of the sound filmstrip on the news story starting with frame number 1 and going to frame number 22.

IV. STUDY the picture and books to FIND answers to these questions.

   A. What is a byline?

   B. When is it used?

   C. Where is it located in the news story?

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE the information on the byline in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities.

   A. Write a news story on a subject of your own choosing with the byline containing your name.

   B. Prepare a short oral or written report on the byline that you could share with others.

   C. Make a chart showing the location of the byline and other important parts of a news story.

VII. SHOW your work to a responsible adult or the class newspaper editor if you wrote a news story.

VIII. RETURN materials to their proper place.   Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.
    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.
        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.
            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.
                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 4. Understanding the use and location of the dateline in the news story will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a dateline in a news story by completing one of the suggested activities.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW and LISTEN to sound FS, The News Story and the Feature Story and STUDY other suggested materials. The student will FIND information about the dateline and then COMPLETE one of three suggested follow-up activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a dateline in a news story by completing one of the suggested activities.

I. LOCATE the following items:

A. USBE Sound FS, The News Story and the Feature Story, # ________.

B. USBE picture, The News Story.

C. Research your card catalog for more information on the dateline.

II. TAKE the materials to a study area.

III. STUDY the picture.

A. What information does the dateline give?

B. Where is it found?

C. What are "AP" and "UPI" abbreviations for in the dateline?

IV. VIEW and LISTEN to the sound filmstrip starting with frame number and going to frame number .

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE this new information in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities.

A. Make a chart showing the different parts of a news story especially the dateline.

1. Locate a news story from your own home newspaper.
2. Paste this news story on a larger sheet of lined chart paper.
3. Give your chart a title.
4. Write a sentence telling what the dateline is and then draw an arrow to the dateline in the cutout news story.
5. Do the same with the other parts of the news story.

B. Prepare a short written or oral report on the dateline.

Aug. '69 LS

C. Make a collection of news stories with the datelines underlined. How many countries do they come from? What does this tell you about your newspaper?

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper place.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 5. Understanding what the lead includes and its location in a news story will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Write a lead or explain where the lead is located and what it includes in a written report, an oral report, or a chart.

BASIC LEARNING EXPERIENCES:

	PERIOD
1. VIEW and LISTEN to sound FS, Tips on Writing the News Story. The student will FIND answers to questions about the lead and then COMPLETE one of three suggested follow-up activities.	I
2. VIEW FS, Newswriting #3 Writing the Lead. The student will FIND answers to questions about the lead and then COMPLETE one of three suggested follow-up activities.	I
3. READ a pamphlet and two of three suggested textbooks to find answers to questions about the "lead." COMPLETE one of three suggested follow-up activities.	I

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.5-1

Newspaper

BEHAVIORAL OBJECTIVE: Write a lead or explain where the lead is located and what it includes in a written report, an oral report, or a chart.

I. LOCATE Eyegate Sound FS, Tips on Writing the News Story, #__________.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the FS.

   A. What is the lead?

   B. Where is it located?

   C. Should the lead be long?

   D. Are all leads organized the same way?

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult.

VI. You may want to INCLUDE this information in your Newspaper Discovery Journal.

VII. COMPLETE one of the following activities.

   A. Write your own news story with an interesting lead or first paragraph.

   B. Make a chart on the lead. Be sure to mention that it usually includes answers to the five W's and the one H and tell where it is located.

   C. Write two different leads using the following information. Compare the two. Which do you like best? Why? Complete the story by adding interesting details.

      1. What? Two new three-level homes have been built.

      2. Where? They were built in the isolated area in western Utah.

3. Who? They have been built by George Regis and Gary Busby.
4. Why? To develop a large, better and less expensive home.
5. When? These two homes were completed last week,
6. How? Inexpensive liquids were poured into molds, became hard and formed the framework, floors, walls and roof of the homes.

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper places.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.5-2

Newspaper

BEHAVIORAL OBJECTIVE: Write a lead or explain where the lead is located and what it includes in a written report, an oral report, or a chart.

I. LOCATE Filmstrip House FS, Newswriting - 3. Writing The Lead, #____________________.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

1. What are the five W's of the lead?
2. What determines which of the five W's you will use first?
3. Where is the lead located?
4. What kinds of verbs are used in the lead?
5. What is the lead? (Note: The lead is the first few lines or the first paragraph of a news article that answers and highlights the most important facts using the five W's)

IV. VIEW the FS and LOOK for answers to the questions in part III.

V. ANSWER the questions in part III on paper and PLACE them in your Newspaper Discovery Journal after you have completed the activities on this student guide sheet.

VI. DISCUSS your answers with a friend or a responsible adult.

VII. COMPLETE one of these activities.

A. Make a chart on the lead. Here are some suggestions.
   1. On one section of the chart name the five W's.
   2. Locate at least three news stories and carefully underline the lead in each one.
   3. Place the three news stories on one section of the chart.
   4. To the side of each story tell which of the five W's is answered first.

B. Write a news story of your own and pay special attention to the writing of the lead.

C. Prepare an oral report on the lead that you could give to a small or large group.

VIII. SHOW your completed work to a responsible adult or the newspaper editor for displaying and sharing purposes.

X. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.5-3

Newspaper

BEHAVIORAL OBJECTIVE: Write a lead or explain where the lead is located and what it includes in a written report, an oral report or a chart.

I. LOCATE the following pamphlet and books:

   A. Pamphlet: Your Newspaper: An Exciting World At Your Fingertips, p. 9, from the packet, The Newspaper In the Classroom, Teaching Aids for Elementary Schools, Copley Newspapers, # __________.

   B. Textbook: Our Language Today #5, by Conlin and Fillmer, pp. 102-105.

   C. Textbook: Experiences in Journalism, by Mulligan and D'Amelio, pp. 51-66.

   D. Textbook: Press Time, by Adams and Stratton, pp. 63-89.

II. TAKE the pamphlet and at least two of these books to a study area.

III. FIND answers to the following questions:

   A. What is the lead?

   B. Where is the lead located in a news story?

   C. What questions may be answered in the lead?

   D. Does the lead always answer the same questions first?

IV. DISCUSS your answers with a friend or a responsible adult.

V. You may want to INCLUDE your answers in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

   A. Explain where the lead is located and tell what it includes in an oral or written report.

   B. Obtain as much information as you need for writing a news story, then write a news story paying special attention to the writing of the lead.

C. Make a chart showing the location and purposes of a lead in a news story.

VII. SHOW your completed work to a responsible adult who may want you to share your information with others. If you wrote a news story, give it to the class newspaper editor.

VIII. RETURN materials to their proper place.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.7.6

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT:

6. Understanding the characteristics of the body of the news story will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Explain or show the characteristics of the body of a news story in a written report, on a chart or by writing a news story.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW and LISTEN to sound FS, Tips on Writing the News Story and STUDY picture, News Story Organization. The student will FIND answers to questions about the body of the news story and then COMPLETE one of three suggested activities.	I
2. VIEW FS, Newswriting, 2. News Story. The student will FIND answers to questions about the body of the news story and then COMPLETE one of two suggested follow-up activities.	I
3. VIEW FS, Newswriting 4. New Words. The student will FIND answers to questions about the body of the news story and then WRITE a news story.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Explain or show the characteristics of the body of a news story in a written report, on a chart or by writing a news story.

I. LOCATE Eyebate Sound FS, Tips on Writing the News Story, #__________, and USBE picture, News Story Organization.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing and listening to the sound FS.

   A. What are some things a newspaper reporter should remember as he interviews someone for information?

   B. Should a reporter include his own opinions or should he use the facts only?

   C. What is the lead and why is it important?

   D. Where are the most important facts placed in the news story?

   E. Where are the least important facts placed in the news story?

   F. What does the picture of the news story structure tell you about the news story.

IV. VIEW and LISTEN to the sound FS.

V. ANSWER the questions in part III to your own satisfaction and PLACE them in your Newspaper Discovery Journal if you want them for future use.

VI. COMPLETE one of these exercises:

   A. Interview someone for information and then write a news story.

   B. Make a chart showing some things that are important in the news story.

   C. Prepare a written or an oral report on a news story.

VII. SHOW your completed work to a responsible adult or to the class newspaper editor.

VIII. RETURN materials to their proper place.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.6-2

Newspaper

BEHAVIORAL OBJECTIVE: Explain or show the characteristics of the body of a news story in a written report, on a chart or by writing a news story.

I. LOCATE Filmstrip House FS, Newswriting, 2. News Story Structure #______.

II. TAKE the FS to a viewing area.

III. READ these questions before viewing the FS.

A. What are four distinguishing characteristics of a news story? (You may want to include these in your Newspaper Discovery Journal.)

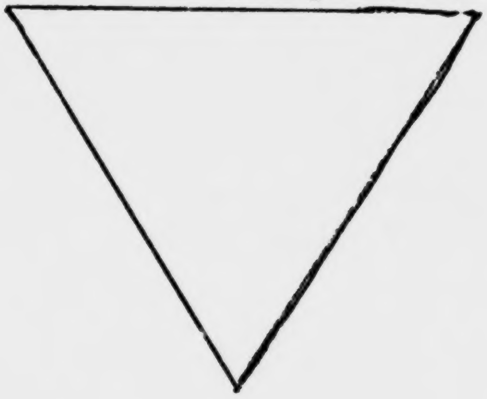
1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

B. What does this triangle tell us about the news story form?



IV. PLAY the role of a news reporter and WRITE a news story.

A. Here are some suggested topics, but you may choose a subject of your own.

1. A news story on the coming or past election.
2. A new public building in your community.
3. A new space event.
4. A science or art display in your room or in the school.

B. Follow these suggestions in writing your article.

1. First, gather all the facts.
2. Put the most important facts in the first lines or para-

Aug. '69 LS

graph called the lead.

3. Include answers to the five W's in the lead.
4. Present the facts in order of importance.
5. Use words that people understand.
6. Write the story as it really happened and not as you think or feel it happened.

V. SHOW your work to the proofreader or a responsible adult.

VI. MAKE the proper corrections.

VII. TURN your article in to the class reporter so it can be included in the weekly newspaper.

VIII. RETURN materials to their proper place.

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.6-3

Newspaper

BEHAVIORAL OBJECTIVE: Explain or show the characteristics of the body of a news story in a written report, on a chart or by writing a news story.

I. LOCATE Filmstrip House FS, Newswriting 4. News Words, Sentences and Paragraphs, #_____________.

II. TAKE the FS to a viewing and study area.

III. READ the questions before viewing the FS.

A. Which of the following should be printed in a news article?

1. Accurate names, places and dates.
2. Continuous repetition of the same word.
3. Meaningful strong verbs.
4. Flowery adjectives.
5. Concrete adjectives.
6. Things you believe are right.
7. Sentences with a lot of variety.
8. Important facts.
9. Specific details.
10. Five- W's.

B. Usually the climax of the story comes at the (beginning, end).

C. A five-W lead tells _____ _____ _____ _____ and _______. For more information on the lead read Student Guide Communications, # 1.1.2.2.7.5-1

D. A writer should be (general, specific).

E. Usually the facts in a news story are presented in order of _________________________ importance.

F. What does this triangle mean?

▽

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the questions in part III. If you need to go through the FS a second time to get the answers, do so.

VI. DISCUSS your answers with a responsible adult. You may want to place your answers in your Newspaper Discovery Journal.

VII. PLAY the role of a reporter and gather information on a news event that you want to WRITE about.

- A. Be sure to get information on the five W's to put in the lead.
- B. Obtain accurate facts and specific details.

VIII. WRITE your news story.

- A. Write a news story following the pattern and suggestions given in the FS.
- B. Keep your news story interesting.
- C. Rewrite your story and try new words and ideas as suggested in the FS.
- D. Compare your different writings.
  1. Which is more accurate, meaningful, specific and interesting?
  2. Can you think of another better way of saying the same thing?

IX. SHOW your complete work to a responsible adult and DISCUSS your different ways of writing the news event. TELL her why you chose the writing that you did.

X. MAKE any necessary corrections.

XI. HAND your news story into the newspaper editor for inclusion in the class weekly newspaper.

XII. RETURN materials to their proper place.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.7.7

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT: 7. Understanding the use and location of the subhead in the news story will help the student write a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a subhead by writing a news story with subheads or by telling about them in an oral or written report.

BASIC LEARNING EXPERIENCES: LEVEL

1. VIEW and LISTEN to sound FS, *The News Story and the Feature Story* and STUDY other listed materials. The student will FIND answers to questions about the subhead and then COMPLETE one of two suggested activities. I

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.7-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of a subhead by writing a news story with subheads or by telling about them in an oral or written report.

I. LOCATE these items:

  A. USBE Sound FS, The News Story and the Feature Story, # __________.

  B. USBE picture, The News Story.

  C. Textbook, English 9, by Tanner, Vittetoe and Shutes, pp. 45-50.

  D. Textbook, Press Time, by Adams and Stratton, pp. 278, 295 and 468.

  E. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 282-286.

II. TAKE the materials to a study area.

III. READ these questions before studying the materials:

  A. What is a subhead?

  B. Where is it located?

  C. How does it help to make the news story easier to read and more interesting?

  D. How long should it be?

IV. VIEW and LISTEN to the section of the sound filmstrip on the news story and subhead starting with frame number **1** and going to frame number **22**.

V. STUDY the textbook English 9. First READ the paragraph about subheads on page 45 and STUDY the subheads in the story on pages 48,49 and 50.

VI. STUDY the picture and then the other two books if you want to do so.

VII. ANSWER the questions in part III.

VIII. DISCUSS your answers with a friend or a responsible adult.

IX. You may want to INCLUDE your answers in your Newspaper Discovery Journal.

Aug. '69 LS

X. COMPLETE one of the following activities:

  A. Write a news story using subheads on a subject of your own choosing.

  B. Prepare a chart, an oral report, or a written report on the subhead and other parts of the news story.

XI. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote a news article with subheads.

XII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.
    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.
        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.
            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.
                7. Understanding the parts and characteristics of a news story will help the student produce a newspaper.

CONCEPT:

8. Understanding the use and location of illustrations and captions will help the student write a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of illustrations and captions by making some to go with news stories or by completing some other suggested activity.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW and LISTEN to sound FS, The News Story And The Feature Story. The student will FIND answers to questions about illustrations and captions and then DRAW an illustration and WRITE a caption to go with it or COMPLETE some other suggested follow-up activity.	I

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.7.8-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and location of illustrations and captions by making some to go with news stories or by completing some other suggested activity.

I. LOCATE these items:

A. USBE Sound FS, The News Story and the Feature Story, # ________.

B. Textbook, Press Time, by Adams and Stratton, pp. 338, 343, 344.

C. Textbook, Experiences in Journalism, pp. 304-312, 405.

II. TAKE the materials to a study area.

III. READ these questions before studying the materials:

A. What is an illustration?

B. Why do news stories often have illustrations with them?

C. How do illustrations make the newspaper more interesting and easier to read?

D. What is a caption? (Note: Two synonyms for caption are underline and cutline)

E. How long should a caption be?

F. Where is it usually located?

G. Why should the illustrations and captions contain accurate and important information related to the news story?

IV. VIEW and LISTEN to the section of the sound filmstrip on the news story, the illustration and the caption by starting with frame number **1** and going to frame number **22**.

V. STUDY the written material and illustration on page 338, 343 **and** 344 in the book Press Time.

VI. STUDY pages 304-312 in the book Experiences in Journalism.

VII. ANSWER the questions in part III.

VIII. You may want to INCLUDE some of the information you have found in

Aug. '69 LS

your Newspaper Discovery Journal.

IX. COMPLETE one of the following activities:

A. Draw an illustration for a news story and write a caption to go with it.

B. Make a collection of illustrations with their captions from your own newspaper and place them on a chart for others to see. Place a title in your chart and show different types of arrangements.

C. Make a collection of illustrations with their captions from your own newspaper. Cut off the captions and place them in one pile and the illustrations in another pile, then change the order in either pile. Ask someone to match them up. This exercise should help to show that illustrations help to make the story more meaningful and understandable.

D. Prepare a short oral or written report on illustrations and captions. You may want to include information found as answers to the questions in part III.

X. SHOW your completed work to a responsible adult or the class newspaper editor if you made an illustration and caption to go with a news story.

XI. RETURN materials to their proper place

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 8. Understanding what a feature article in a newspaper is will help the child produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand what a feature article is by writing one, by making a chart that outlines their characteristics or by preparing an oral or written report about feature articles.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW FS, Newspaper-Finding Feature Material to FIND answers to questions about feature articles in newspapers. Then WRITE a feature article or COMPLETE another suggested activity	I
2. READ two of five suggested textbooks. FIND answers to questions about feature articles in newspapers and then WRITE a feature article or COMPLETE another suggested activity.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what a feature article is by writing one, by making a chart that outlines their characteristics, or by preparing an oral or written report about feature articles.

I. LOCATE the Jam Handy FS, Newspaper-Finding Feature Material, #__________________.

II. TAKE it to a viewing area.

III. READ these questions before viewing the filmstrip.

  A. What is a feature article?

  B. What does a feature story describe?

  C. Give four examples of subject matter that would make a good feature story.

  D. What is one good way to keep your reader's attention all the way through the feature story?

  E. Discuss what people, places or happenings in your school or community would make good feature material.

  F. Discuss what types of columns might appeal to your readers.

  G. Discuss what type of policy you would like your paper to have regarding its choice of feature material.

IV. VIEW the FS and LOOK for answers to the above questions.

V. ANSWER the questions orally with a friend or educational advisor or in writing.

  A. You may want to include some of the information that you have found in your Newspaper Discovery Journal.

VI. COMPLETE one of these activies:

  A. Collect some information and write a feature story that could be included in your class or school newspaper.

  B. Prepare an oral or written report telling about the characteristics of a feature story.

Aug. '69 LS

C. Gather some facts and information.

   1. Using the information, write a news story.

   2. Using the information, write a feature story.

   3. Compare the two stories. Which is more fun to write?

VI. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote a feature article.

VII. RETURN materials to their proper places.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what a feature article is by writing one, by making a chart that outlines their characteristics or by preparing an oral or written report about feature articles.

I. LOCATE at least two of these books:

  A. Textbook, The New Building Better English #6, by Bracken, Moscrip and Rehder, pp. 211-213.

  B. Textbook, Our English Language #6, by Bailey, Barnes and Horrocks, pp. 45-46.

  C. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 103-150.

  D. Textbook, Press Time, by Adams and Stratton, pp. 166-177.

  E. Textbook, English 9, by Tanner, Vittetoe and Shutes, pp. 56-64.

II. TAKE them to a study area.

III. FIND answers to these questions:

  A. What is a feature article?

  B. Does a feature story always contain a lead?

  C. How does it start out?

  D. How does it end?

  E. Are they written in a formal or informal way?

  F. Decide which paragraphs would be found in a news story and which would be found in a feature story.

    1. Steve Billings, our city editor, supervises many people who help to get and produce local news.

    2. Our boisterous city editor, Steve Billings, is a gimlet-eyed, bushy-haired, cigarette-puffing fugitive from Dante, who crashes his hamlike fist on the city desk and roars in his many-decibeled voice to his lowly staff.

    3. The new activities bus was christened by Joe Hill, class

president, on March 7, after a short program.

On his second try, Joe broke the bottle of soda pop used in the christening, and splashed it all over himself.

4. Gary Hill was splashed with soda pop as he christened the new activities bus on April 4 after a short program. When he broke the bottle, soda pop covered not only the bus but Gary as well.

IV. DISCUSS your answers with a friend or a responsible adult.

V. COMPLETE one of these activities.

   A. Collect some information and write a feature story that could be included in your class newspaper.

   B. Prepare an oral or written report telling about the characteristics of a feature story.

   C. Gather some facts and information.

      1. Using the information write a news story.

      2. Using the information write a feature story.

      3. Compare the two stories. Which is more fun to write?

   D. Make a chart outlining the characteristics of a feature story.

VI. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote a feature article.

VII. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT:

9. Understanding some parts of the first page of a newspaper will help the student write a newspaper.

BEHAVIORAL OBJECTIVE:

Show that you understand these parts of the first page of a newspaper: first, the nameplate or masthead, second, the ears, third, the banner or headline with the major news story, fourth, side or related stories, and fifth, the index, by completing one of the suggested activities.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW and LISTEN to sound FS, The First Page of a Newspaper and other listed materials. The student will FIND information about some of the parts of the first page of the newspaper and then COMPLETE one of three suggested activities.	I

ENRICHMENT LEARNING EXPERIENCES:

50. VIEW sound FS, The World at Your Fingertips. The student will FIND answers to some questions and then COMPLETE one of two suggested follow up activities.	I

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand these parts of the first page of a newspaper: first, the nameplate or masthead, second, the ears, third, the banner, or headline, with the major news story, fourth, side or related stories and fifth, the index, by completing one of the suggested activities.

I. LOCATE these items:
   A. USBE picture, The First Page of a Newspaper.
   B. USBE Sound FS, The First Page of a Newspaper, #_________.
   C. Copley Sound FS, The World at Your Fingertips, #_________.
   D. Textbook, Our Language Today, #5, by Conlin and Fillmer, pp. 97-99.

II. TAKE the materials to a study area.

III. LOCATE these items in the picture:
   A. Nameplate or masthead.
   B. Ears.
   C. Banner or headline with the major news story.
   D. Side or related stories.
   E. Index.

IV. VIEW and LISTEN to the sound filmstrip, The First Page of a Newspaper, and FIND information about these five parts of the first page of a newspaper.

V. READ and STUDY in the book, Our Language Today, #5, and FIND answers to the following questions.
   A. What is another name for the nameplate?
   B. What parts are you able to locate?
   C. Does the story have a banner headline?
   D. What do the ears contain?
   E. Is the index shown?

Aug. '69 LS

VI. You may want to include some of your information in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities:

A. Obtain permission from a responsible adult to assist the class newspaper editor in making a plan or dummy for the first page of your newspaper.

B. Locate at least two front pages of newspapers and place them on chart paper. Print the names of important parts of the newspaper between the two pages or to either side of them. Then draw arrows from the names to the parts in the newspaper.

C. Prepare a short oral or written report that you could share with others on the first page of a newspaper. Include information about the following:

1. Nameplate or masthead.
2. Ears.
3. Banner.
4. Major news story.
5. Index.

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.9-50

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what the banner, dateline, byline and index are by describing them or telling where they are used.

I. LOCATE Copley Sound FS, The World At Your Fingertips, #_________.

II. TAKE the materials to a viewing and study area.

III. READ the following questions before viewing and listening to the above materials.

- A. What is a banner?
- B. What is the dateline?
- C. What is the "by-line?"
- D. What is the index?
- E. How does the index in your newspaper help you?

IV. VIEW and LISTEN to the above materials.

V. You may want to include some of the information in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

- A. Make a chart showing the use and location of the banner, dateline, byline and index.
- B. Prepare an oral or written report about the banner, dateline, byline and index.

VII. SHOW your completed work to a friend or a responsible adult.

VIII. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

CONCEPT: 10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand what some sections or parts of the newspaper are by naming, telling or helping to make some of them, or by preparing a chart, an oral report or a written report about them.

BASIC LEARNING EXPERIENCES:

		LEVEL
1.	VIEW and LISTEN to Sound FS, **The Sections and Parts of a Newspaper** and STUDY the sections and parts of two newspapers with different nameplates. The student will also FIND answers to some questions and then COMPLETE one of the suggested follow-up activities.	I
50.	LOCATE three different newspapers and COMPARE the format. CONSTRUCT a format for your class newspaper. This Student Guide would be very helpful to the student editor of your class newspaper.	I
51.	LOCATE information about format in a card catalog. ASSEMBLE and ORGANIZE a cut-up newspaper into an acceptable format. This Student Guide would be very helpful to the student editor of your class newspaper.	I

Aug. '69 LS

173

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what some sections or parts of the newspaper are by naming, telling or helping to make some of them, or by preparing a chart, an oral or written report about them.

I. LOCATE USBE Sound FS, **The Sections and Parts of a Newspaper**, #____________, and two newspapers with different nameplates.

II. Take the materials to a study area.

III. READ the following questions before viewing and listening to the sound filmstrip.

   A. What types of news would you expect to find in the following:

      1. The first section?

      2. The second section?

      3. The editorial pages?

      4. The sports section?

      5. The women's section?

      6. The classified ads and advertisements?

      7. Comics, cartoons and puzzles?

   B. Where are each of the above located?

   C. Which sections do you use or enjoy the most? Why?

   D. Which sections do you think your parents use the most? Why?

IV. ANSWER the questions in part III.

V. DISCUSS your answers with a friend or a responsible adult.

VI. You may want to INCLUDE your information in your Newspaper Discovery Journal.

VII. COMPLETE one of these activities.

   A. Take your two newspapers.

      1. Compare the indexes which have the names of the sections or parts of a newspaper.

         a. How are they alike or different?

Aug. '69 LS

b. Which do you think is better? Why?

2. Compare the sections having the same or similar names.

a. How are they alike or different?

b. Which do you think is better? Why?

c. Which section do you like best? Why?

3. Prepare a chart, an oral report or a written report that you could share with others that tells about the sections of a newspaper or that compares the sections of the two newspapers.

B. Prepare a dummy or layout of one section or part of a newspaper. For more information on making the dummy, study Communications Student Guide 1.1.2.2.5.1-50.

C. Prepare an article or drawing suitable for one of the parts or sections of a newspaper.

VIII. SHOW your completed work to a responsible adult.

IX. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10-50

Newspaper

BEHAVIORAL OBJECTIVE: Compare the formats of three different newspapers and then construct your own format from them using the best parts of each.

I. BRING to class at least three of the following newspapers:

A.	Daily Herald	Provo
B.	Davis County Clipper	Bountiful
C.	Iron County Record	Cedar City
D.	A local newspaper	
E.	Ogden Standard Examiner	
F.	Herald Journal	Logan
G.	Salt Lake Tribune	
H.	Deseret News	

II. COMPARE the "format" (for-mat) size, shape and arrangement) of the same sections of the newspapers. Does the format of a newspaper make a difference as to which paper you would rather read?

III. CHOOSE your favorite of the newspapers according to format.

IV. LIST the reasons you chose that paper.

V. CHOOSE the newspaper that has the least appeal to you considering format.

VI. LIST your reasons for this choice.

VII. COMPARE the reasons for your choices with your classmates that are doing this same research.

VIII. CONSTRUCT, by yourself or with members of your class, a format you think is superior to any of the other newspapers by using the best parts of each.

IX. SUBMIT it to your educational advisor for final evaluation and possible use in a room display or for use in a format discussion.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: On the level of his ability, each child will, when given a newspaper that has been cut up into its many parts, organize the parts into a format acceptable to the Educational Advisor and the student.

I. LOCATE the subjects "Format" and "Newspaper" in the card catalog.

II. LIST references and call numbers given for these subjects.

III. RESEARCH your list of references and make notes regarding information about the "format" of a newspaper.

IV. COMPOSE a description of the format of a newspaper from your information.

V. ASSEMBLE and ORGANIZE a cut-up newspaper into an acceptable format and EVALUATE with your assigned adult whether it is balanced, well organized and meets your standards of an acceptable format.

VI. SUBMIT to your educational advisor for final evaluation and possible use in a room display, or a bulletin board or perhaps to be used by you and another individual, or a small group or your class for format discussion.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.10.1

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.
    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.
        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.
            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.
                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT:

1. Understanding the first section of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the first section of a newspaper by naming and telling about some of its parts and characteristics in an oral or written report or by writing an article suitable for the first section.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW two FSs, The First Page of a Newspaper and The Sections and Parts of a Newspaper, COMPARE two newspapers and then COMPLETE one of two suggested activities.	I

August '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.1-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the first section of a newspaper by naming and telling about some of its parts and characteristics in an oral or written report or by writing an article suitable for the first section.

I. LOCATE these items:

   A. USBE FS, The First Page of a Newspaper, #________.

   B. USBE FS, The Sections and Parts of a Newspaper, #_________.

   C. Two newspapers with different nameplates.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the FS and studying the newspapers:

   A. What type of articles are in the first section?

   B. Should this section be interesting and well organized? Why?

   C. Should it contain honest information or opinions?

   D. What kinds of articles would you probably include in the first section of your class newspaper?

IV. VIEW the two filmstrips and FIND answers to the above questions.

V. STUDY and COMPARE the first sections of your two newspapers.

   A. What type of articles do they contain?

   B. Are they interesting and well organized?

   C. Do they contain honest and complete reports?

   D. Which newspaper do you like better? Why?

VI. DISCUSS your answers and observations with a friend or a responsible adult.

VII. COMPLETE one of these activities:

Aug. '69 LS

   A. Name and tell about some of the parts or characteristics of a first page in an oral or written report that you could share with other students.

B. Write an article suitable for the first section of your class newspaper.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote an article for the class newspaper.

IX. RETURN materials to their proper place.

August '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT: 2. Understanding the second section of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the second section of a newspaper by naming and telling about some of the kinds of news it contains in an oral or written report or by writing an article suitable for this second section.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW FS, The Sections and Parts of a Newspaper, COMPARE two newspapers and COMPLETE one of two suggested activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the second section of a newspaper by naming and telling about some of the kinds of news it contains in an oral or written report or by writing an article suitable for this second section.

I. LOCATE these items:

  A. USBE FS, The Sections and Parts of a Newspaper, #_________.

  A. Two newspapers with different nameplates.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the FS and studying the two newspapers.

  A. What kind of news is in the second section?

  B. Is local (state and community) news found only in the second section? If not, where else is it found?

  C. What kind of news can you probably put in this part or section of your class newspaper?

IV. VIEW the FS and FIND answers to the above questions.

V. STUDY your two newspapers.

  A. What kind of articles do they contain?

  B. Where else do you find local news?

  C. What ideas do you get from this study that could help you in your class newspaper?

  D. Which of the two sections do you like best? Why?

VI. DISCUSS your answers and observations with a friend or a responsible adult.

VII. COMPLETE one of these activities:

  A. Name and tell about some of the kinds of news in the second section of a newspaper in an oral or written report that you could share with others.

B. Write an article that will be suitable for the second section of a newspaper.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote an article for the class newspaper.

IX. RETURN materials to their proper place.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.10.3

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT: 3. Understanding the editorial page of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the editorial page of a newspaper by naming and telling about some of its parts and characteristics in an oral report, a written report, a chart or by writing or drawing an article suitable for the editorial page.

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW FS, The Sections and Parts of a Newspaper, STUDY two different newspapers, and COMPLETE one of three suggested activities.	I
50. **LOCATE, evaluate and write an editorial as a columnist does.**	I

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.3-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the editorial page of a newspaper by naming and telling about some of its parts and characteristics in an oral report, a written report, a chart, or by writing or drawing an article suitable for the editorial page.

I. LOCATE these items:

  A. USBE FS, The Sections and Parts of a Newspaper, #__________.

  B. The editorial page(s) for two different newspapers.

II. TAKE the materials to a viewing and study area.

III. DISCUSS and STUDY the editorial pages from the two newspapers with a friend.

  A. How are they alike? Different?

  B. What part of the editorial page is most interesting to you? Why?

  C. What types of topics or things do they have?

  D. What is an editorial?

  E. What does an editorial cartoon do?

  F. What are "Letters-to-the Editor" or "Public Forum?" Do you think they are good? Explain your answer.

  G. Does the editorial page contain facts? Opinions? Explain.

  H. What ideas do you get that can be used for your newspaper?

IV. VIEW the FS and FIND additional information and answers to the above questions.

V. DISCUSS your answers and observations with a friend or a responsible adult.

VI. COMPLETE one of these activities.

  A. Prepare an oral or written report on the parts and characteristics of an editorial page that you could share with others.

  B. Make a chart that names or shows the parts and characteristics of an editorial page that you could display in your room.

C. Write or draw an article suitable for the editorial page of your class newspaper.

VII. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote or drew an article for the class newspaper.

VIII. RETURN materials to their proper place.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.3-50

Newspaper

BEHAVIORAL
OBJECTIVE: Locate, evaluate and write an editorial as a columnist does.

I. OBTAIN a sample newspaper.

II. LOCATE the editorial page, LABEL all articles written by columnists, and EVALUATE the different types of news articles found on the editorial page. COMPARE the format of the editorial page with other sections of the newspaper and decide how they differ.

III. ASK yourself the following questions as you evaluate the different sections of the paper, as well as the different type of news found on the editorial page:

A. What type of articles are found on the editorial page?

B. How are the articles by the editor and the columnist different.

C. What type of events does a columnist write about?

IV. SELECT an article that has been written by a columnist.

V. RESEARCH other sources for information dealing with the article written by the columnist and ask yourself the following questions:

A. What other worthwhile information or facts did the columnist fail to mention in his article?

B. How could the columnist have presented the article so that it would be more interesting and meaningful to you?

C. Did the article have personal appeal and interest to you? Why?

VI. LIST any facts that were left out or not reported correctly by the columnist.

VII. EVALUATE the article by the columnist and DECIDE if it were influenced by the personal opinion of the columnist in such a way that it did not give a full and fair report of the event.

VIII. PRETEND that you are a columnist of the school paper.

Aug. '69 LS

IX. DISCOVER an area of interest that concerns all of the students in your school and choose a topic to write a column on that would give direction for an activity, provides human interest, or informs.

X. SUBMIT your article to your assigned adult and EVALUATE it together.

XI. SHARE your article with another student, or a small group or class.

XII. OBTAIN the written or oral evaluation of your article and decide for yourself if the comments made are worthwhile and do any revising of your article that you feel may be necessary to make it a better article.

XIII. SUBMIT your article to your advisor for possible use in the class or school newspaper.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.10.3.1

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be disvovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections and parts of a newspaper will help the student produce a newspaper.

                    3. Understanding the editorial page of a newspaper will help the student produce a newspaper.

CONCEPT:

1. Understanding what editorials are and how they influence public opinion will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand what editorials are and how they influence public opinion by completing one listed activity

BASIC LEARNING EXPERIENCE:

	LEVEL
1. VIEW MP, One Nation Indivisible: Horace Greeley - Editor, FIND answers to listed questions and COMPLETE one of three suggested follow-up activities.	I
2. STUDY suggested textbook to FIND answers to questions about editorials, and then COMPLETE one of three suggested follow-up activities.	I
3. LOCATE and EVALUATE an editorial written to the editor and then WRITE an editorial of your own.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what editorials are and how they influence public opinion by completing one listed activity.

I. LOCATE Teaching Film Custodians MP, One Nation Indivisible: Horace Greeley - Editor, #__________.

II. TAKE the MP to a viewing area.

III. READ these questions before viewing the MP.

  A. How did Horace Greeley use his editorials during the Civil War to influence feeling towards the South?

  B. How did Horace Greeley use his editorials after the Civil War to influence feeling towards the South?

  C. Why did President Lincoln seek the support of Horace Greeley?

  D. Did the people always agree with what he said?

  E. Did you agree with Horace Greeley during the war? After the war?

  F. Did you agree with what President Lincoln encouraged Horace Greeley to do?

IV. VIEW the MP and LOOK for answers to the above questions.

V. ANSWER the above questions and DISCUSS them with a friend or a responsible adult.

VI. COMPLETE one of these suggested activities:

  A. Prepare a written or oral report on Horace Greeley.

  B. Research the card catalog for articles on editorials and then write an article on editorials.

  C. Write an editorial for the class newspaper. Here are some suggested topics but you may choose your own:

    1. Spending money carefully.

    2. Doing homework promptly.

    3. Using playground equipment properly.

4. Being thoughtful of others.

VII. SHOW your completed work to a responsible adult or class newspaper editor.

VIII. RETURN all materials to their proper place.

Aug. '69 LS

Newspapers

BEHAVIORAL OBJECTIVE: Show that you understand what editorials are and how they influence public opinion by completing one listed activity.

I. LOCATE the following books:

   A. Textbook, Our Language Today #5, by Conlin and Fillmer, pp. 108-111.

   B. Textbook, Your Language #4, by LaBrant, Painter and Jameson, pp. 206-208.

   C. Textbook, Our English Language #6, by Bailey, Barnes and Horrocks, p. 4 .

   D. Textbook, Press Time, by Adams and Stratton, pp. 214-233.

   E. Textbook, Experiences in Journalism, by Mulligan and D'Amelio, pp. 237-260.

II. TAKE at least two of these books to a study area.

III. FIND answers to these questions:

   A. What are editorials?

   B. Do they contain facts only?

   C. Do they influence people? How?

IV. DISCUSS your answers with a friend or a responsible adult.

V. You may want to INCLUDE your answers in your Newspaper Discovery Journal.

VI. COMPLETE one of the following activities:

   A. Prepare a short story or an oral report telling how editorials influence public opinion.

   B. Write an editorial on one of these suggested topics:

      1. Having a scheduled time for doing homework.

      2. Spending money carefully.

      3. Showing kindness and consideration to others.

      4. Showing enthusiasm for the activities that you are

involved in.

5. A topic of your own choosing.

C. Write a short story that tells what an editorial is.

VII. SHOW your completed work to a responsible adult or the class newspaper editor if you wrote an editorial.

VIII. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand what editorials are and how they influence public opinion by completing one listed activity.

I. OBTAIN the following:

   A. A book or encyclopedia with some information about editorials.

   B. An editorial that has been written by the editor of a public newspaper or his assistants that expresses his interpretation or opinion.

II. READ the book or encyclopedia to find out what an editorial is.

III. READ and STUDY the editorial you have selected carefully. Consider the following questions:

   A. What is the article about?

   B. Who is involved in the article?

   C. When did the event take place?

   D. Why was the editor concerned about the event?

   E. Where did it happen?

   F. How did the event take place?

   G. How does it concern you, your family or community?

   H. Does the editorial help you to understand the event or problem?

IV. Evaluate the editorial and DECIDE if it is influenced by the personal opinion of the editor in such a way that it does or does not give a full and fair report of the events. ASK yourself the following questions:

   A. What other information or facts did the editor fail to mention in his article.?

   B. Why did the editor of this newspaper make an issue of it while other newspapers ignore it.

Aug. '69 LS

C. How could the editor have written the editorial so that it would be more interesting and meaningful to you.

V. PRETEND that you are the editor of the school paper.

VI. DISCOVER an area in citizenship where many children are involved, then WRITE an editorial on the subject.

VII. GIVE your editorial to your educational advisor for evaluation.

VIII. MAKE needed changes.

IX. GIVE your editorial to the newspaper staff or your educational advisor.

X. RETURN all materials to their proper place.

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

                    3. Understanding the editorial page of a newspaper will help the student to produce a newspaper.

CONCEPT:

2. Understanding the use and value of the editorial cartoon will help the student to produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand the use and value of the editorial cartoon by making one or more.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, The Tiger's Tail: Thomas Nast vs. Boss Tweed, ANSWER listed questions about editorial cartoons, and them COMPLETE one of two suggested follow-up activities.	I
2. COLLECT ten editorial cartoons about prominent people in the news, WRITE an editorial about these cartoons, then ANALYZE your editorial. The student will also interview an editor or a reporter and then MAKE an editorial cartoon of his own.	J
3. VIEW MP, Mightier Than The Sword - Zenger and Freedom of The Press, DRAW an editorial cartoon showing your reaction to the film and three other suggested editorial cartoons.	J
4. COLLECT, MOUNT and WRITE about ten editorial cartoons that deal with foreign policy. The student will also DRAW editorial cartoons of his own.	J

Aug. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.3.2-1

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and value of the editorial cartoon by making one or more.

I. Locate Teaching Film Custodians MP, The Tiger's Tail: Thomas Nast vs. Boss Tweed, #________.

II. READ these questions before viewing the MP:

A. What kind of a person was Boss Tweed?

B. What kind of a person was Thomas Nast?

C. What were Thomas Nast's first editorial cartoons about?

D. Why did Thomas Nast start drawing editorial cartoons about Boss Tweed?

E. Why did Boss Tweed resent the editorial cartoons of Thomas Nast?

F. Did Thomas Nast accomplish his goal through his editorial cartoons?

III. VIEW the MP and LOOK for answers to the above questions.

IV. ANSWER the above questions and DISCUSS them with a responsible adult.

V. COMPLETE one of these activities:

A. Make a chart stating the purposes of editorial cartoons.

B. Prepare an oral report on the MP and the purposes of Thomas Nast's editorial cartoons.

C. Do more research work on Thomas Nast and write a report about him.

VI. SHOW your completed work to a responsible adult.

VII. MAKE an editorial cartoon. Some of these suggestions may help you.

A. An editorial cartoon that draws attention to poor school habits such as: leaving desks messy, dropping papers and trash on the school year, being unfair in sports and games, or being unkind to others.

Aug. '69 LS

B. An editorial cartoon that draws attention to good school habits such as: being considerate of others, doing school work carefully, keeping desks and study areas clean, and observing school rules.

VIII. SHOW your completed editorial cartoon to the class newspaper editor.

IX. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and value of the editorial cartoon by making one or more.

I. COLLECT 10 editorial cartoons about prominent people in the news.

II. MOUNT your cartoons on lined looseleaf paper.

III. WRITE below the cartoons the following information:

  A. Who the personality is and why the personality was the subject of the cartoon.

  B. A statement of agreement or disagreement with the cartoonist's point of view and why you took that position.

  C. Choose one cartoon and write a brief original editorial about the personality.

IV. DRAW an original cartoon with captions and labels depicting the same personality.

V. ANALYZE your written editorial and your cartoon and in writing answer the following questions:

  A. Why must cartoonists be careful how they editoralize about persons?

  B. What pitfalls must cartoonists beware of when drawing about religion?

  C. How can cartoonists get into trouble when depicting minority groups?

VI. INTERVIEW an editor or reporter concerning the best ways to report via editorial cartoons about personalities, religion, minority groups, and other sensitive news areas.

VII. WRITE a brief report to an imaginary cub reporter offering him advice on how to report about news events that might be sensitive to certain people or groups.

VIII. CREATE and DRAW one or more editorial cartoon giving your personal viewpoint on personalities.

Aug. '69 LS

1. A cartoon that could create interest in the reader.
2. A cartoon that could amuse the reader.
3. A cartoon that could teach the reader.

IX. SUBMIT and EVALUATE with your assigned adult the material you have composed for the assignment.

X. RETURN materials to their proper place.

AUG. '69 LS

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.3.2-3

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and value of the editorial cartoon by making one or more.

I. LOCATE the Teaching Film Custodians MP, Mightier Than The Sword: Zenger and Freedom Of The Press, #______________.

II. VIEW the film and be on the alert for answers to the following questions:

   A. What is meant by the title of the film, Mightier Than The Sword?

   B. Why was Zenger arrested?

   C. Should Zenger have printed the editorials he did? Why or why not?

   D. What risks was Zenger taking?

   E. Would you have done the same thing? Why or why not?

   F. What is the message or moral that this film brings out?

   G. How can it apply in our own locality or city?

   H. Could we use it in our classroom? How?

III. REVIEW the film several times if you need to in order to answer the questions.

IV. WRITE your answers to questions A. through H. above.

V. DRAW an editorial cartoon that shows how you feel about Zenger and Cosby in the film you have just viewed.

VI. COLLECT 3 editorial cartoons from newspapers that deal with local issues or personalities.

VII. MOUNT the cartoons on lined looseleaf paper.

VIII. WRITE below the cartoons the following information:

   A. A statement of why you agree or disagree with the cartoonist.

Aug. '69 LS

B. Choose one cartoon and write your opinion about the issue, policy, or personality.

C. Name of the cartoonist and why you think he drew the cartoon.

IX. CREATE and compose 3 editorial cartoons giving your personal viewpoint on local issues, personalities, or policy. One cartoon is to create interest, one is to amuse, and another to teach the reader.

X. DISCUSS with a small group or whole class how editorial cartoons are composed.

XI. LIST, as a result of the discussion, the common elements of cartoons, and PLACE these on a large chart for others to study.

XII. RETURN materials to their proper places.

STUDENT GUIDE SHEET COMMUNICATION 1.1.2.2.10.3.2-4

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand the use and value of the editorial cartoon by making one or more.

I. COLLECT at least 10 editorial cartoons that deal with "foreign affairs", that is, countries besides the United States. The cartoons must contain symbols such as the examples below:

Uncle Sam	The United States
Donkey	Democratic Party
Elephant	Republican Party
Rising Sun	Japan
Oriental with Blank Face	Lost face
Dove	Peace
Hammer and Sickle	Russia Communism

II. MOUNT the cartoons on lined looseleaf paper.

III. WRITE below the cartoons the following information:

A. Name of the cartoonist and if he is syndicated. (It is syndicated if it is sold to many newspapers.)

B. Name of the person or the issue that is the subject of the cartoon.

C. Political leaning of the cartoonist.

D. Name the issue and whether the cartoon is for or against.

E. Whether you support the viewpoint of the cartoon and why.

F. Whether the affairs are internal or whether another nation is involved.

G. State whether or not the affair involves the United States.

IV. CREATE and compose three editorial cartoons giving your personal viewpoint on issues.

1. One cartoon will create interest in the reader.

Aug. '69 LS

2. Another cartoon will amuse the reader.
3. Another cartoon will teach the reader.

V. SUBMIT to your assigned adult the material you have composed for assignments III and IV above and evaluate.

EDUCATIONAL SPECIFICATION SHEET COMMUNICATION 1.1.2.2.10.3.3

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving: it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the student' imagination and creativness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

                    3. Understanding the editorial page of a newspaper will help the student produce a newspaper.

CONCEPT: 3. Some news articles are written expressing the opinion of the reader of a newspaper and are usually found on the editorial page of a newspaper and are usually referred to as, "Public Forum", "Correspondence Column" or "Letters-to-the-Editor".

BEHAVIORAL OBJECTIVE: Locate and label an article written expressing the opinion of a reader of a newspaper and write a letter to the editor expressing your opinion on a particular subject.

		LEVEL
LEARNING EXPERIENCE:	1. OBTAIN at least two newspapers. LOCATE editoral page and LABEL articles written by readers. ANSWER questions about these articles and WRITE one of your own.	I

gust '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Locate and label an article written expressing the opinion of a reader of a newspaper and write a letter to the editor expressing your opinion on a particular subject.

I. OBTAIN at least two different public newspapers.

II. LOCATE and LABEL the Letters-To-The-Editor or Public Forum section of these newspapers.

III. FIND out what this section contains.

IV. READ and STUDY the letters submitted by readers and other people.

   A. Do the letters contain personal opinions about a community problem?

   B. Do the writers usually express a personal opinion or do they present facts about a problem or event?

   C. Do some writers express a personal gripe?

   D. Do the articles compliment anyone and foster good will in the community?

   E. How do the articles affect you, your family and community?

V. LIST any facts in a particular article that you found were left out of the article that would have made it a more complete and fair report of an event or problem.

VI. DISCOVER an area of interest or a school problem that concerns many in your class or your school.

VII. WRITE on that topic and COMPLIMENT individuals or groups that are concerned. MAKE worthwhile suggestions for improving the situation or problem in your letter written to the editor.

VIII. SHOW your completed work to the class editor or your educational advisor for evaluation.

IX. MAKE needed changes.

Aug. '69 LS

X. SUBMIT your final copy to the newspaper editor.

XI. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stumulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT: 4. Understanding some of the parts and characteristics of the sports section will help the student to produce a class newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the sports section by telling about them in an oral or written report or by writing or drawing a sports article for your class newspaper.

BASIC LEARNING EXPERIENCES:

		LEVEL
1.	VIEW FS, The Sections and Parts of a Newspaper, STUDY the sports sections from two different newspapers and COMPLETE one of three suggested follow-up activities.	I
50.	LOCATE international sports stories in newspapers, EVALUATE them and then WRITE an international sports story.	J
51.	LOCATE national sports stories from newspapers, EVALUATE them and then WRITE a national sports story for your class newspaper.	J
52.	LOCATE local sports stories in newspapers, EVALUATE them and WRITE a local sports story.	I
53.	LOCATE, EVALUATE and REWRITE a sports story that is written for the purpose of stimulating interest in a sport or sporting event.	I
54.	RESEARCH for information to write a sports story that instructs, then WRITE a sports story that instructs.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the sports section by telling about them in an oral or written report or by writing or drawing a sports article for your class newspaper.

I. LOCATE these items:

   A. USBE Sound FS, The Sections and Parts of a Newspaper, #____________.

   B. The sports section from two different newspapers.

II. TAKE the materials to a viewing and study area.

III. STUDY and DISCUSS the sports sections from at least two newspapers with a friend. You may want to find or talk about some of the following:

   A. Some of the parts and characteristics of a sports section.

   B. Where sports news comes from. What places?

   C. What sports are shown or discussed?

   D. Why do they have pictures and illustrations?

   E. What you like best about the sports section.

   F. Ideas or things about sports that you can include in your class newspaper.

   G. How the sports sections from two newspapers are alike? Different?

   H. Which do you like better? Why?

IV. VIEW frames 21 and 22 that tell about the sports section to find additional information about it.

V. ANSWER the questions in part III.

VI. DISCUSS your answers with a friend or a responsible adult.

VII. COMPLETE one of these suggested activities.

   A. Tell about the parts and characteristics of the sports page in an oral or written report that you could share with others

B. Write a sports story for your class newspaper.

C. Draw an illustration about some sports activity or athlete that you like.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor if you made something for the sports section of your newspaper.

IX. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

BEHAVIORAL
OBJECTIVE: **Locate,** evaluate and write an international sports story.

I. OBTAIN at least two newspapers.

II. LOCATE the sports sections in them and as you read the sports pages, THINK about which sports events are to be classified as international, national and local sports news.

III. SELECT the articles that have been written about international sports events and IDENTIFY orally to an individual, a group, or your class.

IV. CIRCLE with a marking pencil, LABEL as international news, or CUT OUT the events that are international sports events.

V. ASK yourself the following questions as you read the sports articles and they will help you to decide if the article is about international news, national, or local sports news:

   A. What is the article about? Is it international, national or local news? Be sure it is international sports news.

   B. Who is involved in the event?

   C. When did the event take place?

   D. Why was the local paper concerned about the international sports event?

   E. Where did it happen?

   F. How did the event take place?

   G. How does it concern you, your school, your family or your community?

VI. LISTEN to radio and sports broadcasts and DECIDE if any important facts were not written in the local paper about the international news events that you found on your sample newspaper sports page.

VII. PRETEND that you are an international sports editor and choose one or more of your international news articles, rewrite it and add the additional facts that you obtained through the radio or T.V. sports broadcasts.

A. SUBMIT your sports article and your revisions to your assigned adult and EVALUATE together your additions and the changes that you made in the original international sports article.

B. REVISE and SUBMIT your international sports article to your educational edvisor, or share orally with an individual, group or class and then SUBMIT to your educational advisor.

VIII. LISTEN to a radio or television sports broadcast and choose an international sports event that has personal interest for you.

A. Research other news sources for information dealing with the international event of your choice.

B. Create and write an international sports report on the event of your choice.

C. Submit your international sports article to your assigned adult and evaluate it together, making the changes that will improve your article.

D. Share your article with another individual, a small group or the class during news period time in the class.

E. Submit your international news article to your educational advisor for possible publication in the class or school newspaper, or display on the blackboard, or to be placed in the international news reference file.

IX. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

BEHAVIORAL
OBJECTIVE: Locate, evaluate and write a national sports story.

I. OBTAIN at least two newspapers.

II. LOCATE the sports section of the newspapers and as you read the sports page, THINK about which sports events are to be classified as international, national, and local sports news.

III. SELECT the articles that have been written about national sports events or share orally with your class, an individual or small group.

IV. CIRCLE with a marker or crayon, LABEL as national news, or CUT OUT the events that are national sports events.

V. ASK yourself the following questions as you read the sports articles and they should help you to decide if the article is about national news, international or local sports news:

A. What is the article about? Be sure that the ones you choose are about NATIONAL NEWS.

B. Who is involved in the event?

C. When did the event take place?

D. Why was the local paper concerned about this national sports event?

E. Where did it happen?

F. How did the event take place?

G. How does it concern you, your school, your family or your community?

VI. LISTEN to radio and sports broadcasts and DECIDE if any important facts were written in the local paper about the national news events that you found on the sports page of your sample newspaper.

Aug. '69 LS

VII. PRETEND that you are a national sports editor and choose one or more of the national news articles, rewrite it and add the facts that you obtained through other reading materials, or on the radio and television sports broadcasts.

A. SUBMIT your sports article and your revisions to your assigned adult and EVALUATE together your additions and the changes that you made in the original national sports article.

B. REVISE and SUBMIT your national sports article to your educational advisor.

VIII. LISTEN to a radio or television sports broadcast and choose a national sports event that has personal appeal or interest for you.

A. Research other news sources for information dealing with the national sports event of your choice.

B. Create and write a national sports report on the event of your choice.

C. Submit your national sports article to your assigned adult and evaluate it together, making the changes that will improve your article.

D. Share your original national sports article with another individual, a small group or the class during news period time.

E. Submit your national news article to your educational advisor for possible use in the class or school newspaper, display on the bulletin board, or to be placed in the national news reference file.

IX. RETURN materials to their proper places.

Newspaper

BEHAVIORAL
OBJECTIVE: Locate, evaluate and write a local sports story.

I. OBTAIN at least two different newspapers.

II. LOCATE the sports sections in these newspapers and as you read and study the sports page, THINK about which sports events are to be classified as local, international, and national sports news.

III. SELECT the articles that have been written about local sports events. (Local news is usually considered state and community news.)

IV. CIRCLE with a marking pencil. LABEL as local news, or CUT OUT the events that are local sports events.

V. ASK yourself the following questions as you read the articles and they will help you to decide if the article is about local news, international, or national sports news:

- A. What is the article about? Is it international, national or local news? Be sure it is local sports news.
- B. Who is involved in the event?
- C. When did the event take place?
- D. Why was the local paper concerned about the local sports event?
- E. Where did it happen?
- F. How did the event take place?
- G. How does it concern you, your school, your family or your community?

VI. LISTEN to radio and sports broadcasts and DECIDE if any important facts were not written in any of the newspaper stories about the local news events that you found on your sample newspaper sports page.

Aug. '69 LS

VII. PRETEND that you are a local sports editor and choose one or more of your local news articles, rewrite it and add the additional facts that you obtained through the radio or television sports sports broadcasts.

   A. Submit your sports article and your revisions to an assigned adult and evaluate your additions and the changes that you made in the original local sports article.

   B. Revise and submit your local sports article to your educational advisor.

VIII. LISTEN to more radio or television sports broadcasts and choose a local event that has a personal interest for you.

   A. Research other news sources for information dealing with the local event of your choice.

   B. Create and write a local sports report on the event of your choice.

   C. Submit your local sports article to your assigned adult and evaluate it together, making the changes that will improve your article.

   D. Share your article with another individual, a small group or the class during news period time in the class.

IX. SUBMIT your local news article to your educational advisor for possible publication, in the class or school newspaper, or for a display on the blackboard, or to be placed in the local news reference file.

X. RETURN materials to their proper place.

Aug, '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Locate, evaluate, and rewrite a sports story that is written for the purpose of stimulating interest in a sport or sporting event.

I. OBTAIN at least two different newspapers.

II. LOCATE the sports sections of these newspapers and as you read and EVALUATE the different articles, THINK about the articles that have been written for the purpose of stimulating interest in a sport or sporting event. This article that has been written to stimulate may be written for the purpose of encouraging you to come and watch a demonstration of a sport by an expert, or other sporting events, such as baseball games, basketball games, or a little league baseball game, etc.

III. LABEL the articles that you find on the sports page of your sample newspaper that STIMULATE INTEREST in sports or sporting events.

IV. SHARE your discoveries of stimulating articles on sports or sporting events with an individual, a group, or your class.

V. WRITE an acceptable article to stimulate interest in a favorite game or sporting event that may be taking place in the future at your school or in the community.

VI. SUBMIT your stimulating sports article to your assigned adult and EVALUATE it together, making any changes that you feel will improve your article.

VII. REWRITE your stimulating sports article in your very best handwriting.

VIII. SHARE your stimulating sports article with an individual, a small group or the class.

IX. SUBMIT your stimulating sports article to your educational advisor for possible use in the class or school newspaper, for display

Aug. '69 LS

on the bulletin board, or to be placed in the sports news file.

X. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Write a sports story that deals with a sport designed to instruct.

I. CHOOSE a game that deals with sports that you enjoy.

II. RESEARCH in an enclyclopedia or sports book from the Media Center.

III. WRITE an article on the game that was chosen so that it gives directions or instructs the readers how the activity is played.

IV. ASK yourself the following questions as you write your article:

  A. What is the game?

  B. Where is it played?

  C. What equipment is needed?

  D. How many can play?

  E. Will it appeal to the other class members?

V. SUBMIT your article to your educational advisor and **evaluate** it together, making the changes that will improve your article.

VI. SHARE your article with small groups or with the class during news period time in class.

VII. SUBMIT your article to the educational advisor for possible publication in the class or school newspaper, or for use on the blackboard, or to be filed in the sports games reference file.

VIII. RETURN materials to their proper places.

Aug. '69 LS

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiencss.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT:

5. Understanding the women's section of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the women's section of a newspaper by telling about them in an oral or written report or by writing or drawing an article or illustration for the class newspaper.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW FS, The Sections and Parts of a Newspaper, STUDY and COMPARE the women's section from two different newspapers, and then COMPLETE one of three suggested follow-up activities.	I

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the women's section of a newspaper by telling about them in an oral or written report or by writing or drawing an article or illustration for the class newspaper.

I. LOCATE these items:

   A. USBE Sound FS, The Sections and Parts of a Newspaper, #________________.

   B. The women's section from two different newspapers.

II. TAKE these items to a viewing and study area.

III. STUDY and COMPARE the women's sections from two newspapers with a friend or small group of students. These questions may help you in your study and comparison.

   A. What are some of the parts and characteristics of the women's section of a newspaper?

   B. Do they include many pictures or illustrations? Why?

   C. Where do these written articles and illustrations come from?

   D. What are some parts or characteristics of the women's section that you like best? Why do you like it?

   E. Which of the two women's sections do you like best? Why?

   F. What kinds of articles or illustrations could you put in your class newspaper?

IV. VIEW frames #23 and #24 for more information about the women's section.

V. ANSWER the questions in part III.

VI. DISCUSS your answers with a friend or a responsible adult.

VII. COMPLETE one of the suggested activities.

   A. Prepare an oral or a written report about the parts and characteristics of the women's section that you could share with others.

B. Write an article that could be used in your class newspaper.

C. Draw an illustration that could be used in your newspaper.

IX. RETURN materials to their proper place.

Aug. '69 US

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

   1. The English body of knowledge is the study and use of language, composition and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

      2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

         2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

            10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT:

6. Understanding the contents and characteristics of the "Want Ads" section and other advertisements will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand some of the contents and characteristics of the "Want Ads" section and other advertisements by telling about them in an oral or written report or by writing or drawing one for the class newspaper.

BASIC LEARNING EXPERIENCES:

	LEVEL
1. VIEW MP, Story of a Newspaper Man, VIEW FS, The Sections and Parts of a Newspaper, STUDY and COMPARE the "Want Ads" and advertisements from two different newspapers, and then COMPLETE one of three suggested follow-up activities.	I

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the contents and characteristics of the "Want Ads" section and other advertisements by telling about them in an oral or written report or by writing or drawing one for the class newspaper.

I. LOCATE these items:

A. Sterling Educational MP, Story of a Newspaper Man, #________.

B. USBE Sound FS, The Sections and Parts of a Newspaper, #________.

C. Two different newspapers.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the MP and FS and studying the newspaper.

A. What do you find in the "Want Ads" section of your newspaper?

B. Why are advertisements located throughout the newspaper?

C. How does advertising help the newspaper?

D. How does advertising help the business man?

E. How does advertising help the reader of the newspaper?

F. Is an advertisement in the "Want Ads" section or in another section of a newspaper more costly? Why?

G. What kind of advertisement can you put in your class newspaper?

IV. VIEW the MP.

V. VIEW the FS.

VI. STUDY and COMPARE the "Want Ads" and advertisements from the two newspapers.

VII. ANSWER the questions in part III and DISCUSS your answers with a friend or a responsible adult.

VIII. COMPLETE one of these activities.

Aug. '69 LS

A. Prepare an oral or written report on the contents and characteristics of the "Want Ads" section and advertisements in newspapers.

B. Write a "Want Ad" or advertisement for your class newspaper.

C. Draw an advertisement for your class newspaper.

IX. SHOW your completed work to a responsible adult or the class newspaper editor if you made something for your class newspaper.

X. RETURN materials to their proper area.

Aug. '69 LS

EDUCATIONAL SPECIFICATION SHEET   COMMUNICATION 1.1.2.2.10.7

Newspaper

1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.

    1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading, and writing, and the nourishing of the students' imagination and creativeness.

        2. Composition competencies can be discovered and reinforced through a variety of writing experiences.

            2. Composition competencies can be discovered and reinforced through the creating of a newspaper.

                10. Understanding the sections or parts of a newspaper will help the student produce a newspaper.

CONCEPT:

7. Understanding the parts and characteristics of the comics section of a newspaper will help the student produce a newspaper.

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the comics section of a newspaper by telling about them in an oral or written report or by writing or drawing some for the class newspaper.

BASIC LEARNING EXPERIENCES:

		LEVEL
1.	VIEW USBE FS, The Sections and Parts of a Newspaper, STUDY and COMPARE the comics sections from two different newspapers, and then COMPLETE one of three suggested follow-up activities.	I
50.	RESEARCH the card catalog to FIND information about the following: Al Capp, Thomas Nast, cartoons or comic strips. The student will FIND answers to listed questions, and then COMPLETE one of two suggested follow-up activities.	J
51.	RESEARCH the card catalog to FIND information about the following: William Hogarth, Charles Schulz, cartoons and comic strips. The student will FIND answers to listed questions, and then COMPLETE one of two suggested follow-up activities.	J
52.	RESEARCH the card catalog to FIND information about one of four suggested cartoonists. The students will FIND answers to suggested questions, and then COMPLETE one of three suggested follow-up activities.	J

Aug. '69 LS

53. RESEARCH the library to find information about comic strips, then draw a comic strip or prepare an oral or written report about one. 1-J

54. READ and STUDY about Hank Ketchum and his comic strip, Dennis The Menace then complete one of two suggested activities. 1-J

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the parts and characteristics of the comics section of a newspaper by telling about them in an oral or written report or by writing or drawing some for the class newspaper.

I. LOCATE these items:

A. USBE Sound FS, The Sections and Parts of a Newspaper, #_______.

B. The comics section from two different newspapers.

II. TAKE the materials to a viewing and study area.

III. READ these questions before viewing the FS and studying the comics sections.

A. What is a cartoon? Why are they put in newspapers?

B. What is a comic strip? Give an example.

C. What is a puzzle? How are they made?

D. What ideas do you get from either the FS or the two comic strip sections that can be used in your class newspaper?

E. Which of the two comic sections do you like best? Why?

F. Why are comics placed with the "Want Ads" and other sections in the newspaper?

IV. VIEW the FS.

V. STUDY and COMPARE the two comics sections.

VI. ANSWER the questions in part III and DISCUSS your answers with a friend or a responsible adult.

VII. COMPLETE one of these activities:

A. Prepare an oral or written report about any or all of the following:

1. Cartoons.

2. Comic strips.

3. Puzzles.

Aug. '69 LS

B. Draw a cartoon or comic strip.

C. Make a puzzle with the answers on a second copy.

VIII. SHOW your completed work to a responsible adult or the class newspaper editor if you made something for your class newspaper.

IX. RETURN materials to their proper places.

Aug. '69 LS

STUDENT GUIDE SHEET

COMMUNICATION 1.1.2.2.10.7-50

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the work of a cartoonist and why newspapers have cartoons in them by finding information about them and completing one of the suggested follow-up activities.

I. RESEARCH your card catalog to find information about two cartoonists and two topics:

   A. Al Capp (Alfred Gerald Caplin).

   B. Thomas Nast.

   C. Cartoons.

   D. Comics (comic strip.)

II. TAKE your materials to a study area.

III. FIND as much information about these cartoonists and two topics as you can.

   A. Al Capp.

      1. Where was he born? When?

      2. What is a caricature?

      3. What is the name of his famous comic strip caricature?

      4. What or who does Li'l Abner and the other people in his comic strip represent?

   B. Thomas Nast.

      1. Where was he born? When? Did he ever live in the U.S?

      2. How did he help or serve the people in New York City?

      3. What symbol did he use for the American Democratic Party? Why?

      4. What symbol did he use for the American Republican Party? Why?

      5. How did he draw Santa Claus? Why?

      6. What was the caricature that he enjoyed drawing the most?

Aug. '69 LS

C. Cartoons.

1. What is a cartoon?
2. What kinds of cartoons are there?
3. Are cartoons funny? Serious? Dramatic?
4. Do they make us laugh? Think?
5. What kinds of messages do they have?
6. Why do newspapers put cartoons in the back of their newspapers and in the classified ads section?

D. Comics. (The comic or comic strip is one kind of cartoon.)

1. What are some well-known comics?
2. Do they have a message or story to tell?
3. Which of the following may they be about? Explain.
    a. Everyday people and events.
    b. Corrupt government leaders and ideas.
    c. Biblical people.
    d. Fairy tales.
4. What comic strip is your favorite? Why?
5. Why do newspapers have comic strips?

IV. DISCUSS your answers with a friend or a responsible adult.

V. COMPLETE one of the following activities:

A. Prepare an oral or written report that you could share with others about any or all of the following:

1. Al Capp.
2. Thomas Nast.
3. Cartoons.
4. Comics (comic strips).

B. Draw a cartoon or comic strip that could be used in the class newspaper.

Aug. '69 LS

VI. SHOW your completed work to a responsible adult or the class newspaper editor if you made a cartoon for the class newspaper.

VII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you understand some of the work of a cartoonist and why newspapers have cartoons in them by finding information about them and then completing one of the suggested follow-up activities.

I. RESEARCH the card catalog to find information about these cartoonists and topics:
   - A. William Hogarth.
   - B. Charles Schulz.
   - C. Cartoons.
   - D. Comics (comic strips).

II. TAKE the materials to a study area.

III. FIND as much information about these cartoonists and topics as you can.
   - A. William Hogarth.
     1. When did he live? Where?
     2. What is a caricature?
     3. What kinds of things or people did he poke fun at in his cartoons?
     4. Did he poke fun at individuals or people as a group?
   - B. Charles Schulz.
     1. When was he born? Where?
     2. What is a caricature?
     3. Who or what do his main caricatures in the comic strip "Peanuts" represent?
   - C. Cartoons.
     1. What is a cartoon?
     2. What kinds of cartoons are there?
     3. Are cartoons funny, serious, dramatic? Explain.

Aug. '69 LS

4. Do they make us laugh and think?

5. What kinds of messages do they have?

6. Why do newspapers have cartoons in them? Why are some placed in the classified advertisements section?

D. Comics (The comic or comic strip is one kind of cartoon).

1. What are some well known comic strips?

2. Which one do you like best? Why?

3. What kinds of things and people are they about?

4. Why do newspapers have comic strips?

IV. DISCUSS your answers with a friend or a responsible adult.

V. COMPLETE one of the following activities:

A. Draw a cartoon or comic strip on a subject of your own choosing that could be used in the class newspaper.

B. Prepare an oral or written report that you could share with others on any or all of the following:

1. William Hogarth.

2. Charles Schulz.

3. Cartoons.

4. Comics (comic strips).

VI. SHOW your completed work to a responsible adult or the class newspaper editor if you made a drawing for the newspaper.

VII. RETURN materials to their proper place.

Newspaper

BEHAVIORAL OBJECTIVE: Tell something about cartoons or cartoonists and their work.

I. RESEARCH the card catalog to find information about as many of the following as you choose:

A. Chester Gould and his comic strip "Dick Tracy."

B. Marge Henderson and his caricature "Little Lulu."

C. Ted Key and his caricature "Hazel."

D. Carl Anderson and his caricature "Henry."

II. TAKE the materials to a study area.

III. LET these questions guide you in your research.

A. When was the cartoonist born? Where?

B. Who are his caricatures?

C. Who or what do his caricatures represent?

D. What do you like about his cartoons?

IV. LOOK for information and WRITE down those things that you want to remember.

V. DISCUSS your answers with a friend or a responsible adult.

VI. COMPLETE one of these activities:

A. Prepare an oral or written report on any one or all four cartoonists and their cartoons.

B. Make a chart that has examples of the cartoons made by any of these four people.

C. Make a cartoon for the class newspaper.

VII. SHOW your completed work to a responsible adult or the class newspaper editor if you made a cartoon.

VIII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Show that you know what a comic strip is by completing one of two suggested follow-up activities.

I. LOCATE the following:
  A. An article on comic strips from any book or the encyclopedia.
  B. Several favorite comic strips.

II. WRITE a definition for comic strip after studying the book you locate.

III. ANALIZE your favorite comic strip and decide why you think they are really funny.

IV. DISCUSS with a classmate, a small group or the class, the following questions in regard to the comic strips that were brought in for sharing.
  A. What makes a comic strip appeal to readers?
  B. Which comic strips have the most appeal to children? Why?
  C. Which comic strips have the most appeal to adults? Why?
     NOTE: You will have to ask adults some of these questions after school.
  D. Which comic strips show the adventures of odd or imaginary characters?
  E. Which comic strips are closest to real life?

V. POST the favorite comic strip on the bulletin board.

VI. COMPLETE one of these activities:
  A. Prepare a short oral or written report about comic strips.
  B. Draw a comic strip on a subject that is of interest to you.

VII. SHOW your completed work to your educational advisor.

VIII. RETURN materials to their proper place.

Aug. '69 LS

Newspaper

BEHAVIORAL OBJECTIVE: Draw a comic strip similar to Dennis the Menace or prepare an oral or written report about Hank Ketcham and his comic strip.

I. LOCATE the following:

  A. Our Language Today - 5, David A. Conlin and H. T. Fillmer.

  B. A book or encyclopedia that tells you what a comic strip is.

II. TAKE the books to a reading area.

III. FIND out what a comic strip is.

IV. READ pages 92 and 93 in the book about Hank Ketchum.

V. DISCUSS with a classmate, a small group or the class, the questions found on pages 94 and 95 or WRITE the answers in your Newspaper Discovery Journal.

VI. COMPLETE one of these activities:

  A. Draw a comic strip similar to Dennis the Menace for your class newspaper.

  B. Prepare an oral or written report about Hank Ketcham and his comic strip Dennis the Menace.

VII. SHOW your completed work to the class newspaper editor or your educational advisor.

VIII. RETURN materials to their proper places.

Aug. '69 LS

The Historical Role and Purposes of a Free Newspaper

Newspapers are a living, ever changing textbook that record history as it happens. They should present honest reports that will guide people to intelligent actions in preserving our American heritage, in building for a strong future where the individual - his rights and property are preserved, and by making our present life more meaningful, enjoyable, and productive.

If newspapers are to fulfill their role in our society, they must be free. Only a free press can present honest reports and the opinions of its people. Did this free press that we enjoy just happen or has it been brought about and maintained by men who love freedom and respect the rights and worth of the individual? Our free press was carefully planned for by the founders of the United States Constitution. They provided for this free press in the Bill of Rights or the First Amendment to the Constitution.

I would like you to hear all of the First Amendment to the Constitution. Listen for the words that specifically guarantee a free press.

Amendment number one to the United States Constitution.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the

Mar. '69 LS

Government for a redress of grievances.

Did you catch that important phrase, "or abridging the freedom of speech, or of the press?"

Many other men have also stressed the importance of a free press. One of them, President Dwight D. Eisenhower, said, "If anything stands higher than the press in its importance as a defender of our freedom and our free institutions, it is our school system; indeed, I am not sure that such a distinction should be made between these two indispensable factors in a self-governing society."

The free press that we have enjoyed in our nation for many years has been maintained by the efforts of free people and it can be maintained in the future only by the efforts of free people. A free press is an example of freedom in action.

Ours is the first form of modern government which has as one of its basic beliefs the right of an individual to be fully informed and which has as one of its primary obligations, the responsibility of a citizen to help keep it free. And since this simply cannot be done out of ignorance, his first duty is to be informed - to understand clearly not only his nation's vital laws and traditions which are inherited, but also what arises out of them; the critical day by day processes in all his governments - local, state and federal.

A primary purpose of this free press, then, is to keep its citizens informed, but it also has other purposes.

Now let's discuss the four purposes of free newspapers. They are: to provide information, to provide interpretation, to give service and to entertain. They will be discussed now in that order.

The first purpose we shall mention is informing. Newspapers provide information when they give us reports of what is happening in our communities, states, nation or other countries in the world. These reports should tell us what the people that were part of that news said about it. They should present honest and complete reports of what actually happened without favoring one side. By reading these reports, people should be able to determine what is good and what is bad.

One of the first freedoms to be taken away by a dictatorship is freedom of the press. Because free newspapers reflect and report events as they honestly happen and discuss men as they really are, a dictatorial power cannot abide a free press that informs the people of situations that are not in their favor. (pause)

These informative articles could be about a new community building project, a bill passed by the state legislature, an important event in the political world, a ship wreck on the high seas, the activities in the Olympics, or the sights at the World's Fair, to give just a few examples. Can you think of some informative articles that you have read recently? (pause)

A second purpose of the newspaper is to provide interpretation of the news. This is done in their editorial sections which are always considered a most important part of the newspapers and which are sometimes called the "newspaper's heart."

Sometimes facts become overwhelming and readers need to have them summarized, interpreted and explained in reports that are clear and meaningful to them and in such a way as to show how these events may affect their personal life. This is the purpose of the editorial page.

Editorials should be based on facts and good newspapers weigh the facts carefully, transfer them into easy to grasp reports or editorials, and present the readers with their interpretations and opinions of a news event.

Taking a stand for or against a news event or issue is the right of newspapers and their views are stated on editorial pages. This is the only place where their views should be expressed and they should take care that their views are not expressed in other sections as facts. Readers are also given the chance of presenting their views on current issues. Their views and opinions are also found in the editorial sections of our newspapers with their names attached.

Syndicated columnists who are experts in their field interpret the trends and activities in politics, labor, science, medicine, sports and other areas. Sometimes the views of such columnists do not coincide with those of the publisher, but they are printed nevertheless and the reader knows that such "by-line" stories are the opinion of the writer and not necessarily those of the publisher. The "by-line" tells us by whom such articles are written. The articles of syndicated columnists appear in many newspapers.

Another important part of the editorial section is the editorial cartoon. Editorial cartoons usually illustrate and highlight the publisher's views on a particular question. They express opinions about men, places and events in a humorous and sometimes satirical way. These cartoons catch the imagination and interest of people and help to clarify and strengthen the views of the publisher as presented in their written editorials. Their influence on public opinion can be important.

As soon as you have the opportunity, check your newspaper editorials. Do you agree with all of the editorials?

A third purpose of our newspapers is to give service. How do newspapers serve us? (pause) They serve us in many ways. Here are a few examples and maybe you can think of others.

Some of these important services are: focusing our attention on the platforms and activities of political candidates, carrying news about social, financial and sports activities, presenting radio, television and motion picture schedules and advertisements, reporting on road and weather conditions, supporting community activities such as cleanup campaigns, and displaying advertisements by local merchants about their products. Now that I have given you some ideas, how many others can you think of? (pause)

The fourth purpose of newspapers is to provide entertainment. This is done in many ways. I am going to mention a few ways that it entertains and then I want you to think of as many as you can.

These entertaining features may include articles such as those that catch the humor and fancy of people with puzzles, cartoons and comic strips. They may include interviews with famous artists and well known celebrities, and reviews of books, plays, new movies and cultural activities of the community

We have discussed the four purposes of a newspaper, but we need to understand that it isn't always easy to determine which of the four purposes of a newspaper a particular article represents. It depends a lot on what the reader is looking for and how he uses the article. For example, a particular sports or society article might be informative to one person by telling him what is happening, provide service to another by telling him where and when a particular game or social is to take place, or entertain another person by providing him with pleasurable reading on a particular sporting or social event that is interesting and enjoyable to him.

Now I am going to repeat the four purposes of our newspapers and, as I do so, I want you to write them down if you have not already done so.

**

This section should be read slowly.

Here they are. First, the newspaper informs you or tells you what is happening in our world. (pause) Second, the newspaper interprets the news and helps you to decide what is good and what is bad. (pause) Third, the newspaper serves you by helping you to solve your problems and by helping to make your life more useful and meaningful. (pause) Fourth, the newspaper entertains you with pleasurable and interesting activities. (pause) Now stop the recorder if you need more time to write these four purposes down.

**

Now I would like you to complete two activities, one that will show that you are gaining an understanding of the four purposes of our newspapers and another that will help you to remember them and make them more meaningful to you.

First, I would like you to find four different types of articles from a newspaper - one that informs, one that interprets, one that serves and one that entertains. (pause) Then place these four articles on a large sheet of paper and label above the article the purpose that each one represents or how you would use that article. Arrange your display in an interesting way. When you have completed this display, show it to a responsible adult for room display purposes. Be ready to give a report to the class on each example, if your teacher would like you to do so. (pause)

Next I would like you to write an article demonstrating one of the four purposes of a newspaper. When you have completed this activity, show the work to a responsible adult. She will probably want to put this article in the class newspaper.

Now return the RTC to its proper place and begin these two interesting activities.

Thanks.

Mar. '69 LS

MATERIALS LIST

PAMPHLETS AND PACKETS

PUBLISHER	COPY-RIGHT DATE	AUTHOR	TITLE	AMOUNT
Channing, Bete Co. Inc Greenfield, Mass. 01301			What Everyone Should Know About Journalism	1.00
Deseret News Pub. Co. 33 Richards St. P.O. Box 1257 S.L.C. Utah 84110			Packet: The Newspaper in the Classroom: Teaching Aids for Schools	free
Salt Lake Tribune P.O. Box 867 S.L.C. Utah 84110			The Newspaper in the Classroom: Teaching Aids for Schools	free
Deseret News Pub. Co. 33 Richards St. P.O. Box 1257 S.L.C. Utah 84110			Behind the Headlines at the Deseret News, **S.L.C.**	free
Copley Newspapers Dept of Education 940 Third Ave. San Diego, Cal.			The Newspaper in the Classroom: Teaching Aids for Elementary Schools	2.25
Copley Newspapers Dept of Education 940 Third Ave San Diego, Cal.			The Newspaper in the Classroom: Teaching Aids for Secondary Schools	2.25

Aug. '69 **NA**

MATERIALS LIST

1.1.2.2

BOOKS

PUBLISHER	COPY-RIGHT DATE	AUTHOR	TITLE	AMOUNT
American Book Co. New York	1963	Emmett A. Betts and Carolyn M. Welch	Adventures of Now and Then	
Prentice-Hall Inc.	1963	Adams and Stratton	Press Time	4.95
Lyons and Carnahan	1966	Mulligan and D'Amelio	Experiences in Journalism	3.84
Lerner Publications Co. (Charles Cloughley, Rep.) Benefic Press 3639 Hermes Cir. S.L.C. Utah 84117	1967	David J. Goldman	The Freedom of the Press in America	3.95
Harcourt, Brace and World Inc.	1968	Mildred A. Dawson, Marian Zollinger, M. Ardell Elwell Eric W. Johnson	Language for Daily Use 5	3.15
Follett Pub. Co. (Charles Cloughley, Rep.)	1965	Lawrence H. Feigebaum and Kalman Seigel	This Is A Newspaper	1.89
Benefic Press	1965	Leonard Meshover	You Visit A Newspaper Television Station	1.50
Ginn and Co.			Ginn Elementary English #5	
Harper and Row Pub.			The New Building Better English #6	
American Book Co.		Conlin and Fillmer	Our Language Today #5	3.08
Addison-Wesley		Tanner, Vittetoe and Shutes	English 9	3.45
American Book Co.		Bailey, Barnes and Horrocks	Our English Language #6	
Grolier	1968	Zim, Herbert S.	Our Wonderful World Vol. 7	132.65 set
Grolier	1968		The New Book of Knowledge Vol. 13	129.67 set

MATERIALS LIST

1.1.2.2

BOOKS

PUBLISHER	COPY-RIGHT DATE	AUTHOR	TITLE	AMOUNT
Field Enterprises Ed. Corp.	1968		The World Book Ency. Vol. 14	124.00 set
McGraw Hill		LeBrant, Painter and Jameson	Your Language #4	
William Benton	1960		Compton's Vol. 16	134.00 set
		William S. Gray Marion Monroe, A. Sterl Artley and May Hill Arbuthnot	The New People and Progress	

Aug. '69 MA

MATERIALS LIST 1.1.2.2

TAPES

PRODUCER OR DISTRIBUTOR	TITLE	TIME OR LENGTH	SPEED	FORMAT (reel, cassette, cartridge) (monaural or stereo)	AMOUNT
U.S.B.E.	The Historical Role and Purposes of a Free Newspaper	12 min		monaural cassette	5.00

MATERIALS LIST

1.1.2.2

FILMSTRIPS

PRODUCER OR DISTRIBUTOR	TITLE	TIME OR LENGTH	COLOR OR BLACK AND WHITE	AMOUNT
New York Times	Story of a Newspaper (and manual)		color	5.00
Eyegate	Tips on Writing a Short Story **(Sound filmstrip)**		color	6.00 **(Each recordin** **5.00)**
	Tips on Writing the News Story **(Sound filmstrip)**			**6.00**
Copley Productions 7776 Ivanhoe Ave. La Jolla, Calif. 92038	(4 Sound Filmstrips		color	20.00 set
	1. Your Press, Your Freedom			
	2. Newspapers in the Classroom			
	3. The World at Your Fingertips			
	4. Newspaper Tour			
McGraw-Hill	Communications, The Newspaper	39 frames	color	7.75
Filmstrip House	Newswriting 1, What Makes News		color	20.00 set
	Newswriting 2, News Story Structure			
	Newswriting 3, Writing the Lead			
	Newswriting 4, New Words, Sentences and Paragraphs			
FOM (George Jordan, Rep.) Enterprise West	You and Your Newspaper		color	6.00
U.S.B.E.	The Newspaper Staff (sound filmstrip)	25 frames	color	
	The News Story and the Feature Story (sound filmstrip)	26 frames	color	
	The First Page of a Newspaper (sound filmstrip)	14 frames	color	

Aug. '69 NA

MATERIALS LIST 1.1.2.2

FILMSTRIPS

PRODUCER OR DISTRIBUTOR	TITLE	TIME OR LENGTH	COLOR OR BLACK AND WHITE	AMOUNT
	The Sections and Parts of a Newspaper (sound filmstrip)	41 frames	color	
	News, Newspapers, Their Purposes and a Free Press (sound filmstrip)	32 frames	color	
Jam Handy (Deseret Book)	Your School Publication: 1. Newspaper: Organizing a Staff	42 frames	color	5.95
	2. Newspaper: Finding Feature Material	42 frames	color	5.95
	3. Newspaper: Covering the News	42 frames	color	5.95
	4. Newspaper: Editing the Copy	42 frames	color	5.95

Aug. '69 NA

MATERIALS LIST 1.1.2.2

FLAT PICTURES

PRODUCER OR DISTRIBUTOR	TITLE	AMOUNT
U.S.B.E.	The News Story	1.50/50
U.S.B.E.	News Story Organization	1.50/50
U.S.B.E.	The First Page of A Newspaper	1.50/50

Aug. '69 NA

MATERIALS LIST

1.1.2.2

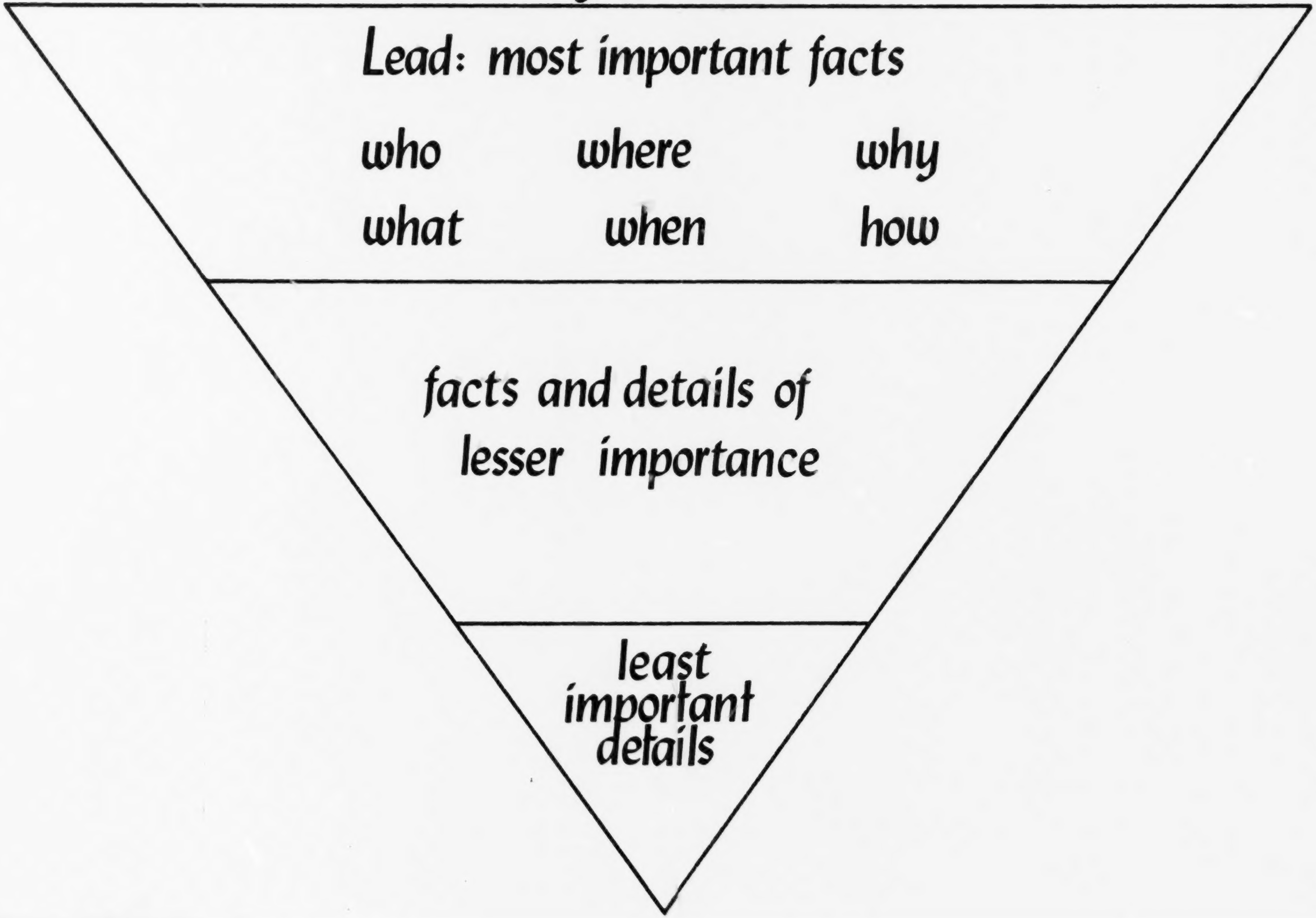
16 mm MOTION PICTURES

PRODUCER OR DISTRIBUTOR	TITLE	TIME OR LENGTH	COLOR OR BLACK AND WHITE	AMOUNT
Teaching Film Custodians	Mightier Than the Sword: Zenger and Freedom of the Press	20 min 2 reels	b/w	40.00 per reel for a 5 yr. period
Teaching Film Custodians	One Nation Indivisible: Horace Greeley, Editor	18 1/2 min 2 reels	b/w	35.00 per reel for a 3 yr. period
Teaching Film Custodians 25 West 43rd St. New York, N.Y. 10036	Tiger's Tail: Thomas Nast vs. Boss Tweed	19 min 2 reel	b/w	35.00 per reel for a 3 yr. period
EB (John Atwood, Rep.)	Getting the News	16 min	color b/w	200.00 102.50
EB (John Atwood, Rep.)	The Newspaper Story #451	17 min	b/w	90.00
Sterling Ed. Films	Story of a Newspaper Man	25 min	b/w	150.00
Film Associates of California	A Newspaper Serves Its Community	14 1/2 min	color b/w	150.00 75.00
Deseret News	Today's News Today	30 min	color	free for school use

PICTURE

NEWS STORY ORGANIZATION

Inverted Pyramid Structures



Lead: most important facts

who where why
what when how

facts and details of
lesser importance

least
important
details

			Cont'd on page
1. Each student, to achieve personal satisfaction and to participate competently in the society in which he is a part, needs to acquire communication facility; also, he needs to find such satisfaction through involvement in the communicative acts that his natural curiosity is stimulated so that he continues to learn.	1.1. The English body of knowledge is the study and use of language, composition, and literature; it includes the consideration of values therein and of the attitudes and processes essential to critical thinking and problem solving; it also includes the teaching of the skills of listening, speaking, reading and writing, and the nourishing of the student's imagination and creativeness.	1.1.1 Literature	2
		1.1.2 Composition competencies can be discovered and reinforced through a variety of writing experiences	3
		1.1.3 Language	4
		1.1.4 Skills	5
1.1.1 Literature			

253

			Cont'd on page
1.1.2 Composition competencies can be discovered and reinforced through a variety of writing experiences.	1.1.2.1 Book		6
	1.1.2.2 Composition competencies can be discovered and reinforced through the creating of a newspaper.		7
	1.1.2.3 T.V.		
	1.1.2.4 Poetry		
	1.1.2.5 Personal Writing	1.1.2.5.1 Letters	

			Cont'd on page
1.1.3 Language	1.1.3.1 Dialects		
	1.1.3.2 History of Language		
	1.1.3.3 Lexicography		
	1.1.3.4 Grammar	1.1.3.4.1 Punctuation	
	1.1.3.5 Usage		
	1.1.3.6 Communication Theory		
	1.1.3.7 Nature of Language		
	1.1.3.8 Semantics		

UISP
COMMUNICATIONS CURRICULUM

		Cont'd on page
1.1.4 Skills	1.1.4.1 Reading	
	1.1.4.2 Writing	
	1.1.4.3 Speaking	
	1.1.4.4 Listening	
	1.1.4.5 Thinking	
	1.1.4.6 Spelling	
1.1.2.1 Book		

		Cont'd on page
1.1.2.2 Composition competencies can be discovered and reinforced through the creating of a newspaper.	1.1.2.2.1 Understanding what news is will help the student produce a newspaper.	
	1.1.2.2.2 Understanding what a newspaper is will help the child produce a newspaper.	
	1.1.2.2.3 Understanding the importance of a free press in our nation will help the student produce a newspaper.	
	1.1.2.2.4 Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service, and entertainment.	8
	1.1.2.2.5 Understanding the responsibilities of the newspaper staff members will help the child produce a newspaper.	8
	1.1.2.2.6 Understanding the different ways that newspapers obtain news will help the child produce a newspaper.	
	1.1.2.2.7 Understanding the parts and characteristics of a news story will help the student produce a newspaper.	9
	1.1.2.2.8 Understanding what a feature article in a newspaper is will help the child produce a newspaper.	
	1.1.2.2.9 Understanding some parts of the first page of a newspaper will help the student write a newspaper.	
	1.1.2.2.10 Understanding the sections or parts of a newspaper will help the student produce a newspaper.	9

		Cont'd on page
1.1.2.2.4 Composition competencies can be discovered and developed through the study of and experience with the four main purposes of a newspaper, which are to provide information, interpretation, service, and entertainment.	1.2.2.4.1 To provide information, the newspaper must carefully select full and fair reports and cover the news on topics of interest and importance.	
	1.1.2.2.4.2 Writing competencies and skills can be discovered and reinforced by reading interpretive articles written by editorial staffs who carefully study and interpret the problems that they feel are important to the public and then by writing articles of their own.	
	1.1.2.2.4.3 Newspapers give service to the community by providing various types of news: helping to spearhead civic improvement and better government, promoting beautification projects, supporting cleanup campaigns, supporting democratic processes, advertising charity drives, encouraging sports and scholastic competition, encouraging historical restorations, reporting on weather, reporting on road conditions, advertising hunting and fishing season dates, etc.	10
	1.1.2.2.4.4 Newspapers provide entertainment by providing comics and puzzles, by highlighting the contents of radio and television programs, books and magazine articles, by featuring articles pertaining to sports, society and cultural affairs, and by printing interviews with famous personalities and people having a local interest.	
1.1.2.2.5 Understanding the responsibilities of the newspaper staff members will help help the child produce a newspaper.	1.1.2.2.5.1 Understanding the responsibilities of the newspaper editor will help the child produce a newspaper.	
	1.1.2.2.5.2 Understanding the responsibilities of the reporter will help the child produce a newspaper.	
	1.1.2.2.5.3 Understanding the responsibilities of a rewrite man will help the child produce a newspaper.	
	1.1.2.2.5.4 Understanding the responsibilities of a newspaper photographer will help the child produce a newspaper.	

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1.1.2.2.7 Understanding the parts and characteristics of a news story will help the student produce a newspaper.	1.1.2.2.7.1 Understanding the use and location of the head or headline in a news story will help the student produce a news story.	
	1.1.2.2.7.2 Understanding the use and location of the deck or subtitle in a news story will help the child produce a news story.	
	1.1.2.2.7.3 Understanding the use and location of the by-line in a news story will help the child produce a newspaper.	
	1.1.2.2.7.4 Understanding the use and location of the dateline in the news story will help the child produce a newspaper.	
	1.1.2.2.7.5 Understanding what the lead includes and its location in a news story will help the student produce a newspaper.	
	1.1.2.2.7.6 Understanding the characteristics of the body of the news story will help the student produce a newspaper.	
	1.1.2.2.7.7 Understanding the use and location of a subhead in the news story will help the student write a newspaper.	
	1.1.2.2.7.8 Understanding the use and location of illustrations and captions will help the student write a newspaper.	
1.1.2.2.10 Understanding the sections or parts of a newspaper will help the student produce a newspaper	1.1.2.2.10.1 Understanding the first section of a newspaper will help the student produce a newspaper.	
	1.1.2.2.10.2 Understanding the second section of a newspaper will help the student produce a newspaper.	
	1.1.2.2.10.3 Understanding the editorial page of a newspaper will help the student produce a newspaper.	10
	1.1.2.2.10.4 Understanding some of the parts and characteristics of the sports section will help the student to produce a class newspaper.	
	1.1.2.2.10.5 Understanding the women's section of a newspaper will help the student produce a newspaper.	
	1.1.2.2.10.6 Understanding the contents and characteristics of the "Want Ads" section and other advertisements will help the student produce a newspaper.	
	1.1.2.2.10.7 Understanding the parts and characteristics of the comics section of a newspaper will help the student produce a newspaper.	

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on page

1.1.2.2.4.3 Newspapers give service to the community by providing various types of news: helping to spear head civic improvement and better government, promoting beautification projects, supporting cleanup campaigns, supporting democratic processes, advertising charity drives, encouraging sports and scholastic competition, encouraging historical restorations, reporting on weather, reporting on road conditions, advertising hunting and fishing season dates, etc.	1.1.2.2.4.3.1 Newspapers give service to the community or help the readers, businessmen, and the newspaper by having advertisements in them.	
1.1.2.2.10.3 Understanding the editorial page of a newspaper will help the student produce a newspaper.	1.1.2.2.10.3.1 Understanding what editorials are and how they influence public opinion will help the student produce a newspaper.	
	1.1.2.2.10.3.2 Understanding the use and value of the editorial cartoon will help the student to produce a newspaper.	
	1.1.2.2.10.3.3 Some news articles are written expressing the opinion of the reader of a newspaper and are usually found on the editorial page of a newspaper and are usually referred to as, "Public Forum", "Correspondence Column", or "Letters-to-the-Editor".	